The CAMPUS Extends
Best Wishes
For a Pleasant Vacation

MIDDLEBURY CAMPUS

The CAMPUS Extends
Congratulations
To the Graduating Class

Vol. XXXII MIDDLEBURY COLLEGE, MIDDLEBURY, VT., JUNE 10, 1935 No. 30

President Paul D. Moody Is Speaker At Baccalaureate Service Yesterday

College Head Discusses the Nature of Knowledge And Education

EXERCISE IS HELD AT MEAD CHAPEL

Says Learning Is Process By Which We Find Our Limitations

President Paul D. Moody was the speaker yesterday morning at the baccalaureate service, held in Mead chapel as a part of the one hundred thirty-fifth commencement of Middlebury College.

Using as his text John xvi:12, "I have yet many things to say unto you, but ye cannot bear them now," President Moody discussed the nature of knowledge and true education.

Four factors are implied in this statement, the speaker said. First, Jesus fully realized, as we should today, the dangerous nature of knowledge. "There are chasms in human nature into which it is not well to peer", President Moody said. Some knowledge and experiences narrow rather than broaden the human soul.

Further he stated that education in the best sense is the process by which we become aware of our limitations. Learning is at best only partial; humility arising from a realization of our limitations is our most valuable ally in acquiring knowledge. But at the same time we are progressive. As a race we have, and will, constantly broaden our horizons. Each individual has the same experience in his own life.

Finally to be successful we must become worthy of our knowledge, we must realize that learning depends on morals. "The proper use of what you possess is the path to an increase in knowledge", President Moody concluded. And this involves the recognition of the moral truths which as a race we have discovered through generations past.

BACCALAUREATE SPEAKER

PAUL D. MOODY

Margaret Leach Is Made Chief Justice

Will Be Leader of Judiciary Committee Provided for By New Student Union

Margaret R. Leach '36 has been elected chief justice of the Student Union of the women's college. This is a new position which was created by the revised constitution of the women's student government association. The chief justice will be at the head of the judiciary committee which will enforce regulations passed by the Student Union and deal with such matters of discipline as fall within the province of the Union. Recommendations for changes in regulations are to come from the legislative council.

Besides the chief justice, the judiciary is composed of a representative of each class, three house chairmen, and the president of the Student Union ex-officio. The class representatives to the student council who were elected this spring under the old constitution will continue as members of the judiciary.

According to the new constitution the cheif justice is elected from the incoming senior class. Nominations for this office, as well as for the other offices of the organization, are made by a committee consisting of the presidents of W. A. A., Mortar Board, Pan-Hellenic council, the women's editor of the CAMPUS, and the presidents of the three lower classes. The president of the Student Union acts as chairman of the committee but has no voting power.

Program of Music Given In Mead Chapel Sunday

A musical sponsored by the department of music was presented in Mead chapel Sunday afternoon as a part of the senior week program.

Students from the department who took part in the recital were as follows: Gordon E. Hoyt '36, violoncello, Eleanor M. Duke '35, organ, Jean C. Wiley '35, Pianoforte, Margaret R. Leach '36, soprano, and Helen M. Kuechel '37, violin.

The trio composed of Hoyt, Miss Wiley, and Miss Kuechel played Beethoven's "Andante" Sonata op. 53, Blockx's "Romance", Poche's "Stanchen", and Schumann's "Abendlied". The program included two soprano solos, Griffes' "By a Lonely Forest Pathway", and Hagermann's "Charity"; a violoncello solo, Goltermann's "Aria"; a pianoforte solo, Respighi's "Nocturne"; and a violin solo, Dancla's Romance". Organ numbers were Chaffin's "In Springtime" and Jenkin's "Dawn".

Three Are Given Honorary Degrees

Silas Strawn, Eliza Kellas, And Arthur Peach Are Honored by Middlebury

Arthur W. Peach, Silas H. Strawn, and Eliza Kellas were recipients of honorary degrees conferred during the 1935 commencement exercises.

Professor Peach, who received a doctor of literature degree is a native of Vermont and a graduate of Middlebury, class of 1909. For the past twenty-two years he has been connected with the faculty of Norwich university, serving as professor and head of the English department. He is the author of "Gleanings, A Book of Verse", "The Hill Trails", and various articles.

Mr. Strawn delivered the address to the graduating class this year, and is a former president of the American bar association. He has assisted on several commissions for the United States, notably the international commission for extra-territorial jurisdiction in China, and is now a trustee for the Carnegie endowment for peace, and of Northwestern university. Mr. Strawn received an honorary doctor of laws degree.

Miss Kellas has been principal of the Emma Willard School in Troy since 1911, and served for two years as president of Russell Sage college. She was awarded an honorary doctor of pedagogy degree.

Seniors Conduct Annual Class Day Events Saturday

Forty Junior Women Carry Daisy Chain in Parade Led by Marshals

HONORS ANNOUNCED BY DEAN HAZELTINE

Speakers Make Traditional Will, Prophecy, Poem, And 1935 Oration

Class day exercises in the 1935 senior week were conducted Saturday morning on lower campus.

Henry F. MacLean '36 and Katherine L. Kelley '36 led the procession from Warner Science hall to the grandstand facing Old Chapel. The daisy chain was carried by forty of the junior women.

An address of welcome to the parents of the graduates and to the returning alumni was given by Philip H. Mathewson, president, who also introduced the class speakers. The history was recited by Arnold R. LaForce and Elizabeth B. Bailey, and the prophecy was made by Otto W. Prochazka and Patricia Littlefield.

Francis J. Donahue delivered the oration which was followed by the class will, read by William A. Hunter and Rosamund Allen. The poem was composed and given by Doris G. Anderson.

Announcement of academic honors was made by Dean Burt A. Hazeltine. Benjamin M. Hayward took valedictory honors and Joseph H. Jackson the salutatory honors for the men's college, while Alice E. Flagg received the valedictory and Elizabeth W. Higgins the salutatory for the women's.

(continued on page ten)

Changes Approved In Comprehensives

Faculty Votes to Continue Week's Reading Period For Exam Preparation

The college faculty recently approved four recommendations intended to aid in the application of the comprehensive examination system. The one week reading period prior to the comprehensives will be continued next year.

The measures which have been approved include recommendations that each department introduce senior survey courses and consult with related departments with the view of enlarging fields of specialization. Major fields must also be chosen at the beginning of the sophomore year. The recommendations in full are as follows:

1. Each department is urged to introduce a senior comprehensive survey course, lasting throughout the year, compulsory for seniors majoring in the department.

a. This course is not limited by the rules governing the usual college course; it may be entirely, and should be in part, conducted by individual conferences, with general meetings at intervals.

b. The material of the course should comprise not only a review of previous work, but chiefly a large amount of reading and study designed to develop a broad, long-run comprehension of the field and related subjects.

c. The course should be so organized that high-grade seniors may use it as a starting point for special advanced work, carried on by individ-

(continued on page ten)

One Hundred Twenty-Seven Are Given Diplomas At Middlebury Commencement

COMMENCEMENT SPEAKER

SILAS H. STRAWN

Graduation Exercises Held At the Congregational Church Today

SILAS H. STRAWN DELIVERS ADDRESS

Former President of Bar Association Defends Constitution

One hundred twenty-seven diplomas were awarded to graduates at the one hundred thirty-fifth commencement of Middlebury College and the Women's College at Middlebury held this morning in the Congregational church. Silas H. Strawn gave the address.

Seven masters degrees were conferred, five in arts and two in science. Twenty-four undergraduates received their bachelors degree in arts, while one hundred three bachelor of science degrees were conferred.

Mr. Strawn, who delivered the address to the graduating class, is a former president of the American Bar association. A prominent Chicago lawyer and director of many corporations, he has served as United States delegate to the Chinese customs tariff conference in Peking during 1925-26. He is now a member of the executive council of the American society of international law, trustee for the Carnegie endowment for peace, and a trustee of Northwestern university.

Speaking on the subject "Tomorrow", Mr. Strawn called attention to the great superiority of America in material well-being. In addition to this, he said, "Our citizens, generally, have not neglected the cultural side of life". This dual progress the speaker laid to the American constitutional system, organized around the desire and opportunity for each individual to make his own way. As citizens Mr. Strawn urged his audience to protect the American system of government against dictatorship, socialism and communism.

Middlebury Honors Charles B. Wright

College Presents Professor Emeritus Three Volume Book of Student Letters

Charles B. Wright, professor emeritus of rhetoric and English literature, was singularly honored at the annual commencement dinner today when he was presented with three bound volumes containing five hundred letters written by his former students.

This presentation was in honor of Professor Wright's fiftieth year of affiliation with Middlebury College and was made possible as a result of the many letters received by the college from Middlebury graduates. These letters, compiled by a faculty committee under the direction of Prof. William S. Burrage, contain numerous expressions praising Professor Wright for his proficiency as a teacher, his leadership ability, and many benefits realized by graduates from their associations with him.

The three volumes are bound in blue leather and bear the professor's name embossed in gold. The presentation was made by one of his former pupils, Prof. Arthur W. Peach '09 of Norwich.

Professor Wright first became associated with Middlebury in 1885 when he took the chair of professor of rhetoric and English literature. He served as dean of the college from 1913 to 1918 and was acting president in the fall of 1918. He was made professor emeritus in 1920. He is author of "A Teacher's Avocations", and "The Making of Note Books".

Clive Sherman Will Play For Senior Ball Tonight

Clive Sherman and his twelve piece orchestra will play for the annual senior ball to be held from 9 p. m. to 3 a. m. this evening in McCullouch gymnasium.

Sherman's orchestra has played on the Riviera and at various hotels in the United States, as well as at many college proms. During the past winter he has been engaged at the Chez-Ami club in Buffalo, and at the Statler, the Van Curler, and Syracuse hotels.

Under the direction of Otto W. Prochazka, assisted by a committee composed of Carl A. Gruggel, Ellis K. Haines, William A. Yasinski, Elizabeth J. Bryan, Elizabeth Halpin, and Helen L. Lindberg, the decorations and furnishings have been arranged.

Chaperons for the dance will be President and Mrs. Paul D. Moody, Prof. and Mrs. V. Spencer Goodreds, Prof. and Mrs. John G. Bowker, and Mr. and Mrs. Edgar J. Wiley.

Hazeltine To Teach Abroad Next Year

Dean Is to Be Exchange Mathematics Professor At University in Turkey

Dean Burt A. Hazeltine has announced his acceptance of an exchange professorship of mathematics at Roberts college, Istanbul, Turkey, for the 1935-36 session.

Prof. Harry H. Barnum of Roberts college will come to Middlebury next year. He will be in charge of the classes of Miss Ellen Wiley, who will be on sabbatical leave.

Roberts college is conducted under the auspices of the Near East College association which has charge of six institutions in this area. These include the American University of Beirut, Istanbul Women's college, International college of Izmir, American college of Sofia, and Athens college.

Dean Hazeltine plans to leave the United States early in August and to spend six weeks traveling in Europe. He will visit England, France, Italy, and the Balkan States in the course of his itinerary. Dean Hazeltine will have two vacations which he plans to utilize in traveling. One of these he will spend in Greece and the other touring Egypt and the Holy Land. He will return to America in June via the Mediterranean. Scholarship and work appointments for 1936-37 will not be made until his return to Middlebury.

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COMMENCEMENT

Members of the class of 1935 are weary of answering the question, "What are you going to do after graduation?" This question soon becomes annoying, especially when one cannot answer it. Some seniors are planning to go to graduate school, a few have a definite job in prospect; but the great majority can find no satisfactory answer to the question. These face a practical problem, not the rhetorical situation which commencement orators love. Glamor and romance disappear when the question is stated, "How can I get a job?"

Much money and energy has been spent in training the present senior class for adulthood. A few years ago society, in the shape of big business, surrounded the doors of our colleges to welcome newcomers from the cloister to the outside world. Since 1930 all this has been changed and there is no longer room enough in society for all graduates to find places for which they have been fitted. The sins of the fathers have fallen upon them in the form of social maladjustment and mental disease. They have been tagged The Unwanted Generation.

Members of the class of 1935, we can offer you little sincere encouragement. Many of you, who wish to find something to which to devote your energy and talents, will be forced to create positions for yourselves. But, although society may not have a place ready for you today, in a few years you will be called upon to be its leaders. College has given you certain purposes and ideals. When that call comes, these must not be found wanting.

COMPREHENSIVES

Professor Fife has taken occasion to defend the economics department from an alleged attack by the editorial in the last issue of the CAMPUS. We have had no doubt that the economics comprehensive, as Professor Fife so ably points out, demanded a broad knowledge of economic facts and of necessity gave some consideration to closely related subjects. This does not mean, however, that such an examination necessarily satisfies our ideals for the comprehensive system.

The problem of acquiring knowledge seems to us to be divided into two separate functions. The first concerns becoming acquainted with and memorizing a group of facts. The second demands that some attempt be made to see beyond the facts in order to formulate competent judgments. We agree with the opinion of Mr. Boehm in an article on page three that the American system does not readily lend itself to preparing a student to grasp the significance of facts. We have looked to the comprehensive plan as a possible remedy, but in its present application we find only very partial success.

It is our hope that the necessity of preparation for comprehensive examinations will place increasing emphasis upon forming judgments which depend upon and go beyond mere facts. As this comes about, it will be possible to make the examinations more in the nature of a test to determine whether the student has acquired this ability. May we assure Professor Fife that we do not attach discredit or blame upon any department for the nature of comprehensives which were given this year. We hope, however, that in the future it will not be found necessary to include so much factual material.

COMMUNICATION

To the Editor of the CAMPUS:

May I be given space in the CAMPUS to reply to your recent Editorial on Comprehensive Examinations in which you attack the Department of Economics examination?

In the first place I challenge the tact and wisdom of attacking such an institution just when students are in the midst of the process, and so late that it could serve no useful purpose at the moment. You had all next year to go gunning for these examinations, and in time to influence what was being planned. You have wasted your ammunition.

In the second place I see nothing but confusion twice confounded in what you have said. Indeed I find it difficult to get any meaning out of parts of it. In the third paragraph where you are trying "to put it in a nut-shell" I read "If the comprehensive plan is to cure some of the ills etc ----------, it must be encouraged to grow organically as an integal part of the whole college training". What does that mean? To me it is words. That the comprehensive plan needs much work and refinement every-one knows especially those who have to administer it. The files of the Committee in charge of it will reveal my difficulties with it.

Thirdly. Is an entity that is "undoubtedly justifiable and necessary" ----------"a direct admission of failure"? The separation of our examination into sections seems to spoil it for you. Is a book to be condemned for lack of unity and comprehensive treatment of a subject because it is written in chapters? Did you not use your eyes too much and your critical faculties too little before you rushed into print? Let us see. You state most emphatically that the sections in our examination follow rigid course lines "without any apparent attempt to correlate all courses, or relate it to other subjects". I remind you that ignorance and innocence takes appearence for reality, and that is what you have done. Did you by chance inspect any of those sections with an informed mind to determine the fact? If you did, and I must presume you did, then I have to tell you frankly that you did not know what you were saying in your editorial. To have made the statements you did, and broadcast them without first making sure of the facts amounts to inexcusable attack for which you must be held to account.

Inspect every section of our examination, and you will see that each one covers a broad field of study represented aptly by its heading. The first section, which you might have looked at, covers the work of two full year courses as well as all the economic theory developed in all the other courses. Moreover the questions in that one section involve economic history, marketing, and labor problems. You say there is no attempt to correlate the work with other sections. I defy you to pick out any, but one question from the twenty, that does not involve two or more courses as given by us. That one question involves business ethics and moral philosophy and current economic policy and legislation. A knowledge of history is called for in virtually every section. Law and legislation is involved in many as vidi Sec. III.2. An understanding of current economic affairs runs all through it. Every section involves a philosophy of society and life, and requires interpretation by an informed mind. I direct your attention to Sec. 1.1 where history, economics, government, philosophy, and current matters are all involved in very innocent-looking garb. That one subject rather the many in it, comes up in almost every course offered by the Department.

The section plan, or form was adopted in a former year after several committee meetings with the students, because it could not be expected that all students seeking majors in economics would or could take every course offered by the department. Consequently the written examination should be so drawn up that each candidate could write in the fields of his special interest just as the Harvard comprehensives permit. He is required to spread his answers over five sections. This makes it as comprehensive as is possible in a three hour examination. The oral examinations then pick up and supplement this with a general correlation. In the orals the student is expected to show an understanding of the entire subject, and related fields. This is well understood in advance. Instructions to this effect are issued each year a copy of which I enclose for your information.

This department has gone the limit in the direction of assisting the student to correlate his work into a systematic body of knowledge. We offer a special course with credit (You do not seem to be aware of this fact) that reviews in problem form most of the work covered in the previous courses. Moreover the elementary course is of necessity a survey course introducing virtually all the subject matter of economics as a united whole. The later work is built upon this first course and evolves upward. That is, we take the subject apart in the advanced courses for analysis and synthesize them again at the top. It is the very nature of economics that no subject or course can be unrelated to another. Correlation and comprehensive treatment is required in each and every course offered. Take a look at our text on transportation and see how that works.

Doubtless what I have said may be said with equal validity by the other Departments singled out for condemnation. I realize the difficulties of the examinations. I am neither dumb, nor am I a Charlatan. I welcome just and informed criticism. This is not criticism. I have shown you that it is an unjust and unfounded attack. I suspect that you merely looked at the paper, saw it was in sections, and jumped to your rash conclusion under the pressure to write something.

May I subscribe myself as one that is as deeply interested in, and labors as hard for the interests of Middlebury College as the Campus Editor?

Yours truly,
H. M. FIFE

Editors Note:

Professor Fife has challenged our wisdom in attacking the application of the comprehensive system while seniors were in the midst of the process of taking these examinations. We had no hope or intention, of course, to bring about any changes which might be of benefit to students who were taking the examinations this year. However, we cannot understand how we lacked tact and wisdom in expressing our views regarding the problems of applying the comprehensive idea at a time when interest in comprehensives on the part of all undergraduates as well as seniors was at the highest point it reaches during the entire year. Whether or not we have wasted our amunition may be a matter of opinion, but, at least, we assure Professor Fife we have not expended all our resources.

Professor Fife has further directed our attention to one of the questions on the economics exam "where history, economics, government, philosophy, and current matters are all involved **in very innocent looking garb'.'** We wonder if Professor Fife really means what his statement implies. Certainly we cannot subscribe to any attempt to conceal in the wording of a question what is desired in its answer.

We are aware that the course called "Applied Economics" is intended to give economics majors special preparation for the comprehensive examination and we congratulate the economics department on the action taken in instituting this course. Our editorial, however, was intended to point out the strength and weakness of the general application of the comprehensive idea to Middlebury and not to attach credit or blame to any individual departments. Consequently, we feel no responsibility in this matter.

NOTICE

Registration days for the 1935-1936 college session will be from September 23 to 25. The President's address will be given in Chapel Thursday, September 26 and recitations will begin Friday, September 27 at 8 o'clock.

NOTICE

The 1939 freshman week for the orientation of the incoming freshman-class will begin Monday, September 23, and continue through Wednesday, September 25.

SAXONIAN REVIEW

The Saxonian again presents an interesting and well-balanced issue, one which any reader will do well to look up in the fall if he has missed it on its recent appearance. The greater part of it he will enjoy thoroughly; it perhaps is not as consistent in quality as was the last, but in its best things it reaches excellence. Among these best things he will probably place all the prize poems, both of Miss Sutliffe's stories ,the descriptive essays of Miss Trask and Miss Knight, and (with reservations) Mr. Leonard's **Escape** from the Fog.

If he likes things so highly flavored as nearly to reach affectation he may place **A Man of Aragon**, Miss Higgins' dramatized interpretation of Goya, among this number. It is technically the most polished contribution to the present issue and demonstrates a really humanized appreciative knowledge of a great painter's work and epoch, all of this concentrated with firmly controlled stylistic fluency into well-articulated form. But Miss Higgins has become cinema-minded, or perhaps has been taking Sabatini or Hervey Allen seriously. "Arrogant with power and success he stood, the fine linen ruffles around the neck," etc. "Here was a very Queen, a woman born to command and to be obeyed." "Ah—Madrid in those days." Unless I mistake, this is the sort of thing that Mr. Waggoner in the last Saxonian thought potable only when strongly flavored with Hemingway.

To me **Montauk** (Miss Trask) and **The Swift River** (Miss Knight) seemed preferable in having a more natural phraseology and a less neck-craning attitude. Both of these descriptive essays are successful in giving life to locality, **Montauk** probably more so because it deals uniquely with the author-environment relationship while **The Swift River** includes historical and other factors and is more derivative in mood. The belated reader, if he is at all sensitive to literary effect, will find from these essays that the description of landscape can still contain real excitement.

Miss Sutliffe's narratives, particularly **The Dear Departed**, seem to me to be among the best that I have seen in more than twenty issues of the Saxonian. Her themes are not new, she is not striving for particular individuality in technique, but there is a ring of reality in her work which does stimulate a suspension of disbelief. Gramp, in **The Dear Departed**, is a character whom her readers will not forget. **Escape from the Fog**, Mr. Leonard's dramatic psychologue, is on the other hand a technical experiment which does not completely succeed. Where his character is most involved in his own mental processes, as in the drunken scene, the writing convinces; in the jail scene it goes flat.

Robert Browning Philosophizes, the prize-winning poem by Miss Taylor, is so frankly derivative that it escapes the onus of being so. The form was set for her, the lesson and sentiments given her, and her poem is good for its faultless workmanship, by which rhythm and diction and content are so exquisitely allied. In contrast to this reflective poem are the other two prize poems, the delicate and highly significant **Drought**, by Miss Higgins (which the belated reader may apply to his orchard, bank balance, or soul as he pleases) and the romantic phantasy, **Sarabande**, by Miss Sutliffe, a depiction of frustrate youth looking beyond the boundaries of realism.

R. L. BROWN.

Debating Schedule Planned For Year

Definite Engagements Made With Eleven Colleges for Contests During Season

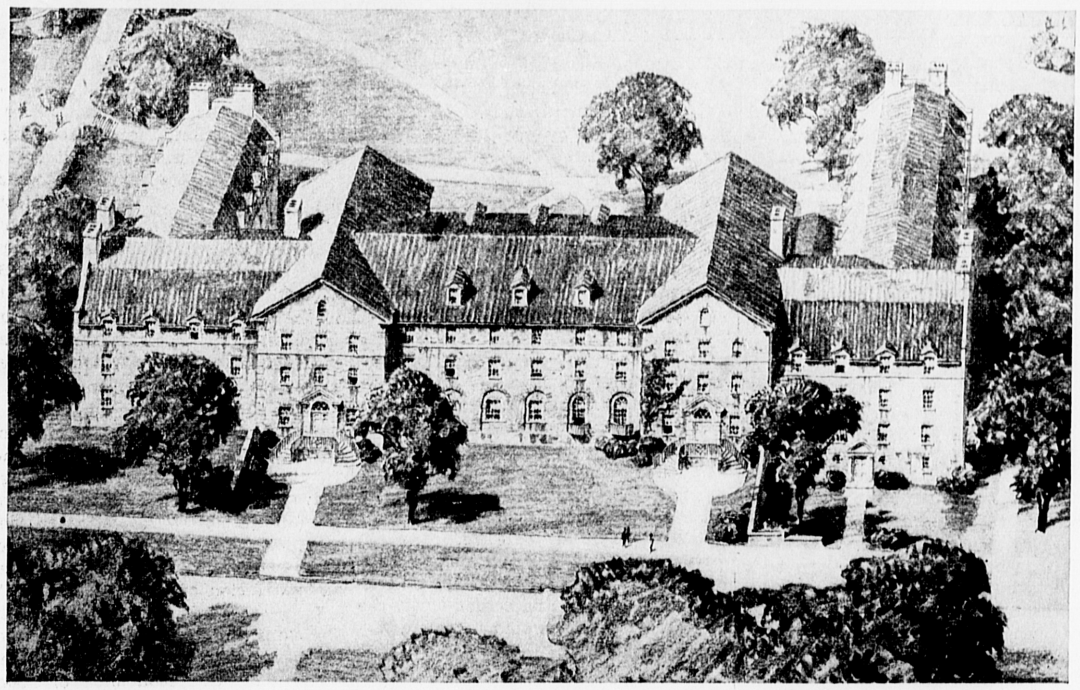
Eleven definite engagements for the men's debating team are included in the preliminary schedule for next season released this week. In addition tentative plans has been made for contests with several other schools to complete the year's program.

The season will open with a contest with Bates here October 10 or 14, followed later in the month by an engagement with Dartmouth. Union will come here for a contest about November 1, and New Brunswick and Delhousie colleges are sending a combined team from Canada to meet Middlebury before the middle of November.

The pre-Christmas home schedule will conclude with contests with Williams, M. I. T. and an international debate against Cambridge university from England. A tentative agreement with Harvard is the only engagement so far arranged for the annual Boston trip.

Following the holidays the home team will meet Tufts here during the first part of February. The annual tilt with Vermont will take place there on February 25. Dates with Rutgers at New Brunswick March 17 and with B. U. at Middlebury about the middle of April conclude the definite schedule for the year.

Plans for a tilt with Colgate in November and a northern New York trip are being considered for the fall. Trips into Canada and to Maine are also under discussion to fill out the schedule.



Dwight J. Baum, Architect

Dormitory Plan, Proposed First Unit of the Women's College

The above picture shows the tentative sketch for the first unit in the new women's dormitory plans. The proposed building will be constructed of stone similar to the older buildings like Painter and Starr halls. It will be built on the site of the Recitation hall and will house approximately 125 women. Dwight James Baum, architect, of New York city, has designed the dormitory as a part of a complete scheme for the future development of the women's campus.

This will probably be the first building to be erected from the proceeds of the sale of Battell forest which has been taken over by the Department of Agriculture. It is estimated that the sale of this mountain land will amount to over $400,000 which will be available for the use of the women's college according to the provisions of the will of Joseph Battell.

Battell also designated that the capital represented by the forest, if transferred to any other form of investment, should be utilized in some project which would yield financial returns. Since dormitories are the only revenue-producing college buildings it is expected that the money will be used for this purpose.

The government has already set aside an appropriation to cover the sale of these lands but the money will not finally be transferred to the college until all surveys have been completed and claims investigated.

The above drawing is only the first drafting by the architect. minor changes to be made in later draftings.

Benner And Miner Win Parker Prizes

Talks on Governmental and Business Conditions Gain Speaking Contest Honors

Herman N. Benner '38 and James A. Miner '38 won first and second places, respectively, in the annual Parker prize speaking contest held May 23 in Mead chapel.

Benner's subject was "The Voice of Lincoln". He said that the Great Emancipator established in his own life a number of truths which are especially applicable to the present crisis in government and business. In analyzing conditions he used Lincoln's two principles; that a house divided against itself cannot stand, and that education of character is vitally important.

Miner spoke on the subejct "It Has Always Stopped Raining". He discussed a number of former depressions and showed that periods of depression have always been followed by eras of prosperity. We are held back today, he said, only by fear and, if we conquer this, we shall again have prosperity.

The other contestants were Emory A. Hebard '38; and Jack C. Keir '38. Hebard spoke on "The American Menace" while Keir's subject was "Let Us Plan".

The judges for the competition were Prof. Douglas S. Beers, Prof. Stephan A. Freeman, and Prof. Phelps N. Swett.

These prizes have been established longer than any others the college awards. They were first presented by Mr. Daniel Parker in 1807, and the endowment was increased in 1820 by Prof. Frederick Hall, one of the early instructors at Middlebury.

Seniors Issue Statements Expressing Their Opinions Of The Recent Comprehensive Examinations

POLITICAL SCIENCE

The political science comprehensive was very successfully conducted this year, and I believe a great deal of benefit and satisfaction was derived from it by the 'majors' of that department. The department is so organized that the courses are well integrated into one unit, and not a number of separate units. The staff of the department teach their subjects with a comprehensive viewpoint, and for this reason it is much easier for the student to correlate the material and the subject-matter with efficiency. The examinations were very fair and did most certainly require a comprehensive knowledge of the field of political science.

One of the things that the department did for the 'majors' which was very helpful was the 'trial orals' which we have had during both our junior and senior years. They familiarize the student with the type of question and the subject matter wanted, and also give the candidate more confidence in his own ability when the final comprehensive confronts him. It states in the college catalogue that: "The purpose of the comprehensive examination requirement is to put the emphasis on the assimilation of knowledge and on the acquisition of a broad and deep comprehension of the student's major subject—." The political science department, it would seem to me, has fulfilled this to the letter in the recent comprehensive.

BURTON C. HOLMES.

CHEMISTRY

While I am a firm believer in the merits of the comprehensive system as practiced in England and on the continent, I just as firmly believe that it is a total misfit when applied to the American system of education as it now exists at Middlebury. In introducing this system to Middlebury, the problem presented two lines of attack: one, to painstakingly adjust the curriculum beforehand until it corresponded to the requirements expedient for a comprehensive system, or, as was done here, to simply plant the system on all departments, and then adjust the college until it fits comprehensives. As might be expected, the latter process involved many unnecessary difficulties, and is by far, the most impractical of the two methods.

Refering specifically to science courses, especially chemistry, they are the least adaptable to comprehensives of any department in the curriculum. To obtain a comprehensive knowledge of any science would expend anywhere from seven to eight years of intensive study, two or three more than the average college permits, and hence any attempt at a comprehensive at the end of four years is merely a superficial scratching, and in my opinion, achieves nothing. Because of this I believe that comprehensive examinations should be left to departmental discretion since they, above all, realize the complication embodied in their respective fields, and are better able to judge the expediency of such a step.

Unless some plan can be advanced for the more beneficial application of reading week, the plan to include frequent conferences with the departments and supervised study, the time allotted for this period is nothing short of wasted. Most seniors studied in the morning for a few hours, played golf or tennis in the afternoon, and then enjoyed a movie in the evening to relax completely for the strenuous ordeal of the next morning. In place of deriving some benefits, I believe the mind suffered a let-down from this leisure time, and would heartily sanction a movement abolishing the reading period.

The advent of seminars and coordinating courses should accomplish a great deal towards alleviating the present conditions, but until such time as the tutorial system is completely adopted into the American educational system, comprehensive examinations will never encounter the success that they have met in other countries.

WALTER E. BOEHM.

ECONOMICS

The chief condemnation of the existing comprehensive system, that I have heard, lies in the fact that the type of question asked was too factual in its content.

However, the comprehensive exam in economics seemed to me to be quite fair in that the type of question asked in the written part allowed for the free play of one's mind in correlating the economics course with other courses and with the outside factors in the modern world itself.

There has been some criticism of the fact that the exam was divided up into different sections, each section representing in itself a particular course in the economics department with questions asked on each section. Perhaps it will be maintained that such an exam is too narrow and specific in its scope to be classed as comprehensive, but, on the other hand, it must be remembered that there is the danger of the exam becoming too broad and disorganized in its content. Under each section several questions were asked and one question was the maximum a student could answer under each section. This thus allowed the student to write comprehensively on those subjects which he had taken during his four years of study.

As for the oral part of the exam, I personally found that definite, specific questions were asked and here I feel that the philosophy of a comprehensive exam was departed from somewhat. After all why should one seek to cram a mass of facts into his head just to be asked a very limited number during one hour's time. It would seem that that the aim of the oral comprehensive should be clearly understood - - - either it aims at a broadening of the students reasoning power through more of a discussion between the student and professor, or it should be in the nature of a direct, stiff quiz. At any rate it must be remembered that it is the student who is being tested.

ARNOLD R. LAFORCE.

BIOLOGY

The comprehensive examination in biology was fair and very appropriate for that type of examination. The questions were comprehensive in nature, inclusive, and touched upon the important points. I feel, however, that an attempt should be made by the department to correlate the various courses and to give the students a broad outlook and understanding of the field of biology in general in its relation to philosophy and other sciences.

This could perhaps be accomplished by six or eight comprehensive classes for seniors similar to those held by the French department. The majors did appreciate the oral examination in which an attempt was made to point out possible advances in biology for the future.

HELEN L. LINDBERG

FRENCH

We French majors feel that this year the system of comprehensives really did accomplish its purpose, at least as far as the French department is concerned .In addition, no one, to all appearances, lost her physical or mental health during the process. We believe that the credit is due to the rather extensive preparation in our weekly comprehensive classes which were begun early in the second semester.

Our only possible criticism would be that the work of organization during reading week was a bit too hurried. However, this defect is being remedied next year as the entire last semester will be devoted to integration of the four years' courses in view of the comprehensives.

We all wish to pay a tribute to the French department in a vote of thanks for examinations which were at the same time comprehensive and comprehensible.

DORIS P. TUCKER.

ENGLISH

It is the general opinion among the English majors that the comprehensive was very satisfactory this year. In a department which offers so many different courses it seems imperative that the written examination should be organized as it was, offering a choice among periods and among the outstanding men and trends. All of these questions were of a general, comprehensive character which required answers showing a real knowledge of the period or of the men—a knowledge which was not only general and vague but comprehensive and specific. Most of us feel that the value of the oral examination lies in completing the comprehensive quality which was started by the written. I believe it could be a better test of our knowledge of English literature as a whole if the professors had confined most of their questions to periods not touched upon in our written examination.

The major criticism which can be offered to this examination is one which must be made to all comprehensives as they are carried on here. Instead of being well integrated with in the curriculum they are really only one more burden added to an already heavy schedule. This year the English department cooperated with the students both in the review course carried on by Professor Cady and by the extremely valuable trial comprehensives in which several professors met with a group of students and asked questions similar to the ones which would be asked in the actual examination itself. However, we feel that this preparation could be improved if, instead of a supplementary course meeting once a week, a course were offered the second semester of the senior year which would correlate the entire field of English literature. The purpose of such a course should be not merely to review the Freshman survey course but to discuss the philosophies underlying the movements of English literature, to study the influences of foreign writers and philosophers, to see how the trends compare with those in the literatures of other countries and also to trace the development of various types of literature and of the major movements. For it is true that we can have a comprehensive knowledge of English literature only when we understand the philosophies which underlie such movements as the neo-classic period in the eighteenth century. I am very sure that we would all be interested and pleased to be given the opportunity to know what French writers influenced English literature and what their ideas were, but it is a little disconcerting for anyone to be asked such a question when she has never studies French literature and remembers only vaguely that it might have been touched very superficially in a course taken several years before.

Aside from this criticism and the suggestion of a special course for English majors I have nothing further to add. I think most of us agree wholeheartedly with the one who said, "I really enjoyed studying for the comprehensive—and taking it, too. I feel as if I really know something about English literature now."

FRANCES M. CHAFFEE.

Silas H. Strawn Speaks At Commencement Exercises, Defending American Constitutional System

"To-Morrow"

by Silas H. Strawn

May I assume that this is the last day of school for many of you, or at least it is the end of an important period in your education, and that tomorrow you will start on your life journey!

Every competent navigator before setting out on a voyage provides himself with a compass and charts of his route, so that at all times he may know where he is and where he is headed. He knows that without this planning he may drift helplessly and never reach his destination.

Being the son of a native of Vermont, I think I have enough knowledge of the characteristic foresightedness of Vermonters to assume that the most of this graduating class have definite plans for their future. However, speaking generally, my experience has been that there are comparatively few who in their journey through life know where they are going or have an objective which they expect to attain.

Most of the people in the world, illiterate and educated as well, drift along without any charted course, and when the end comes and the inventory of their life work is taken, it is found that they have accomplished little for themselves, their family, their city, their state or their nation.

More thoroughly than ever before, colleges and universities now afford educational and cultural opportunities for young men and women better to fit themselves for their life work.

Culture

The late President Coolidge, in one of his characteristically wise addresses, said: "Education must teach more than the ability to earn a livelihood. It must teach the art of living. It is less important to teach what to think than to teach how to think. The end sought should be broad and liberal rather than narrow and technical. The ideals of the classics, the humanities must not be neglected. After all, it is the ideal that is practicable."

I take it that everyone in this graduating class has reached the age when he is able to reason for himself and, while he gives due consideration to views expressed by his teacher, nevertheless the college would fail in its object if its main purpose were not to teach students to work and think for themselves; to be able to distinguish facts from fiction and to reason accurately from premises to conclusions.

Colleges and universities can furnish only the facilities for men and women to fit themselves for their life work. Colleges and universities afford advantageous environment and an opportunity for that orderly discipline which should enable one to keep one's feet on the ground, however high one's ideals may soar.

Frequently we hear the criticism that we of America are too materialistic; that we devote the best part of our lives to mass production, to getting rich and prosperous, instead of to the development of our ideals; and that the result of this habit is the accumulation of vast fortunes in the hands of the favored few, to the prejudice of the great majority.

There is some basis for this criticism. We have some greedy captains of industry and voracious gamblers who are so engrossed in accumulation they have no time, inclination or capacity to pursue ideals or even to encourage others to do so. This type, thank God, is less numerous and rapacious than before the debacle of October, 1929. The great mass of our business men cannot be judged by the few who suffer from myopic selfishness.

I submit that anyone who has carefully surveyed the subject, especially if he has traveled to any considerable extent in other lands, must conclude that, while we have created and are maintaining more material prosperity than the people of any other country, our citizens, generally, have not neglected the cultural side of life.

The responsibility for the maintenance and advancement of our material and artistic progress necessarily falls upon those who by their education have qualified themselves for leadership.

Doubtless many of you have heard that old story about the man from Arkansas who wrote to the Rockefeller Foundation complaining about what he regarded as a waste of money in teaching the ancient languages. His particular peeve was the amount spent in teaching Greek and Latin. He concluded his letter by saying, "English was good enough for Jesus Christ, why isn't it good enough for us?"

I daresay that you of Middlebury, a college generally recognized as one of the foremost institutions in the teaching of foreign languages, would differ with the gentleman from Arkansas, not only about the fact that Christ spoke English but also about the folly of teaching Greek and Latin. I suspect that those of you who lived in New England, where it is habitual to be a little less hurried and more meditative than those who dwell in the vortex of the activities of a great city, are old-fashioned enough to believe that the study of the languages makes for general culture. Such study necessarily stimulates one's imagination and arouses an interest in the history of other countries and of their people. Knowledge of Greek and Latin and acquaintance with the history of Greece and Rome should help us to avoid the fate that befell those once all-powerful nations.

Culture, as I understand it, is not the acquirement of an effete complacency, a snobbish aloofness, a superiority complex. It is the ability to observe and to understand, the willingness to acquire, the kindness to sympathize and the capacity to accomplish. This is what I assume you have acquired at Middlebury.

Thus equipped, you, the members of this graduating class, must now assume the full responsibility of citizenship.

Responsibilities of Citizenship

We live in a country that has a greater variety of climate and diversity of natural resources than any other. Because of these advantages, and of the industry and inventive genius of our citizens, the stability of our government and the efficiency of our educational institutions, the people of the United States have been and probably long will continue to be, the most prosperous and happiest of all peoples.

Notwithstanding the present depression, world-wide in its extent, here, not only the favored few but our citizens generally, have better wages, better food, better clothing, better homes, better schools, better churches, more books, more newspapers, more magazines, more radios, more automobiles, more luxuries, more amusements and more of everything that goes to make a full and abundant life than have the people of any other land.

Resourceful and self-sufficient as we are, we cannot pursue a policy of isolation. We cannot ignore the difficulties of the people of other nations in their efforts to adjust themselves to changed obundaries, to new forms of government and to new economic conditions, in all of which we have a direct and vital interest. Confidence and good will are as requisite to dealings with foreign nations as they are to our domestic prosperity.

Vast and potential as are the natural resources of the United States, the fact is that the greatest assets of our country are not its natural resources, its large industries, or its marvelous means of communication, but our industrious, intelligent, progressive and courageous men and women. They know that the principles upon which our government was founded assure to every citizen, however humble his birth, an equal opportunity with every other citizen to work out his own destiny.

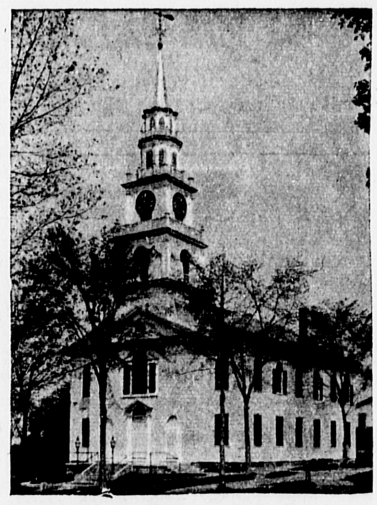
Two Schools of Thought

Today we have two schools of thought.

The first school believes in the wisdom of the Federal Constitution and that when we attempt to ignore or subvert it we lose our rudder and are hopelessly adrift.

This school believes that the splendid record we have made for the past 150 years of our national life on the plan of individual initiative should convince all thoughtful students that the scheme outlined by our forefathers is adapted or susceptible of adaptation to the solution of the problems arising out of the present depression, or of any others which may arise; that this plan should not be abandoned to experiment with planned economy or regimental socialism; that to expect the state to do anything better than the individual ignores all the experiences of the past. For centuries the state has tried to do many things but has rarely done anything well.

Our forefathers believed that we should look to the individual for the true source of power instead of creating a government to be a directing and controlling agency. They believed that if the individual were left free to develop his own potentialities, with a minimum of interference by government, individuals, and consequently the nation as a whole, would become affluent and powerful.



Congregational Church

The profit motive induces each individual to be industrious, frugal and temperate in the expectation of a fair and just return for his labor.

The Constitution

Recent expressions indicate that some of our people do not understand what the Constitution is all about, or knowing, would ignore or subvert it. They seem to regard the Constitution as a giant policeman who prevents them from implementing some of their socialistic ideas or from experimenting in government and economics.

The Constitution is a plain, concise and simple statement of fundamental principles, easy for anyone to understand if he but takes the time or wishes to do so.

At the time the Constitution was adopted conditions in this country were unsettled, as are those existing today. We had come out of the Revolutionary War, brought about by resentment of the rule of King George, a dictator and oppressor. We had no central government and no plan of cooperation for the Colonies.

After deliberating some four months, the representatives of the Colonies framed the Constitution, based upon the theory that the final voice in the control of the government must always be that of the people. This is obvious from the preamble, which reads:

"WE, THE PEOPLE of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this CONSTITUTION for the United States of America."

To carry out this declared purpose, the framers of the Constitution divided the functions of the government into three parts, the Legislative, the Executive and the Judicial.

Each of these departments is a check upon the other. It was never intended that one branch of the government should divest itself of its functions or delegate its authority to another branch.

The Supreme Court of the United States recently has said: "The Congress is not permitted to abdicate or to transfer to others the essential legislative functions with which it is thus vested. We have repeatedly recognized the necessity of adapting legislation to complex conditions involving a host of details with which the national legislature cannot deal directly. * * * But we said that the constant recognition of the necessity and validity of such provisions and the wide range of administrative authority which has been developed by means of them, cannot be allowed to obscure the limitations of the authority to delegate, if our Constitutional system is to be maintained. * * * Congress cannot delegate legislative power to the President to exercise an unfettered discretion to make whatever laws he thinks may be needed so as to permit unrestrained experi- and expansion of trade or industry."

In other words, the Court held that the Constitution could not be stretched so as to permit unrestrained experimentation in economic or social theories.

Our forefathers carefully provided that the several states should retain all the rights and powers not specifically delegated to the federal government by the Constitution.

It is preposterous to suggest that the states should give up their rights and that the required 36 would vote for an amendment to the Constitution to satisfy the desire for more centralization of power in Washington.

It was the idea of the founders that our government should always be the **servant** and **agent**, but not the master of the people; that the rights in the Constitution so preserved should not be given up except by and with the consent of the people, in the manner provided by the Constitution.

The Constitution guarantees not only our liberty but the right to possess property and to retain the fruits of our efforts, subject only to the rights of others to do likewise.

Having rebelled against the dictatorship of a King, the framers of the Constitution intended to create a real democracy, or a government of discussion and persuasion, rather than one of dictation and force. In the event the people thought conditions justified a change in the Constitution they provided for its amendment by the people. This has been done 21 times in our history. It was never intended that the Constitution, designated by a distinguished British statesman as "the greatest instrument ever conceived by the brain or penned by the hand of man," should be ignored or subverted to suit the caprice or thirst for power of those who might be temporarily administering our government.

Ours is a democracy in which everyone may express his opinion. The principal reason why we are the oldest and strongest of republics is because we have had opposition parties and the people have exercised their right from time to time, to change the party in power.

The greatest power possessed by a democracy is the right to change its mind. Deprived of that right, it must perish.

I sympathize with those, especially the young men and women, who think that the present economic conditions are deplorable and that they must be changed. To diagnose a disease is much easier than to prescribe a rapid cure.

Freedom of Speech

In passing, may I make a few observations on the subject of freedom of speech?

One of the guarantees of the Federal Constitution is the freedom of speech. Recently we have heard much about "red" activities in the colleges and universities of the country. I am unable to sympathize with the elastic conscience of those who inveigh against the capitalistic system while on the pay roll of a college or university whose budget, or whose existence, is due to the philanthropic generosity of those whose industry and frugality have enabled them to make an endowment.

As a young lawyer I remember reading an aphorism in an opinion of one of the Judges of the Supreme Court of Illinois. It was: "Ingratitude, the most detestable of all vices, that like an adder turns to poison the breast that nurtured it."

Doubtless, in our educational institutions there are a few, very few I trust, students, and some professors, who are "red" or at least a little "pink". They seem to be hypnotized by various types of socialistic and communistic theories. Some are radical enough to assert that we of the United States would be better off if we abandoned our form of government and adopted some kind of Socialism or Communism.

I submit that the proponents of this thesis need further education in the principles which they advocate and that they should visit the countries wherein their schemes are attempted to be made effective. Perhaps it would be more salutary were they required to live there a while.

I believe that Naziism, Fascism, Socialism and Communism and all other forms of governmental schemes and economic vagaries are proper subjects for study in our schools, but that these subjects should be taught by teachers who are sufficiently wise and experienced to know their fallacies. In this study there should be a differentiation between theory and practice and the several radical governmental and economic plans should be discussed dispassionately and a fair comparison made with our own system.

I believe that an attempt to suppress discussion of these different schemes of government and of economic and social experiments shows an unwarranted lack of confidence in the intelligence and judgment of the average student. Is it not an indication of intellectual development for a college student to seek to know all about those other schemes as well as our own?

No one who is not a thorough believer in the soundness of the fundamental principles of our government should be permitted to teach either political economy, economics, social science, or any other subject.

It does not follow that because some have made mistakes that others are infallible, or that because the ship of state has lately been floundering in a rough sea which has engulfed the vorld, we should throw our compass, the Constitution, overboard and try and steer by the stars. We might go on the rocks. If, as some say, faith in business leadership is destroyed, certainly all of us should insist that faith in our government must not be diminished.

Abraham Lincoln said: "I do not mean to say we are bound to follow implicitly in whatever our fathers did. To do so would be to discard all the lights of current experience — to reject all progress, all improvement. What I do say is, that if we would supplant the opinions and policy of our fathers in any case, we should do so on evidence so conclusive, and argument so clear, that even their great authority, fairly considered and weighed, cannot stand."

The Second School of Thought

It is asserted that our system of permitting every man to enjoy the blessings of liberty and to pursue his vocation or business in his own way and for his own benefit, subject only to due regard for the rights of others, is wrong, and that our activities should be regimented; that the federal government should have bureaucratic control over our entire economic and social life; that it should determine what we should produce and at what prices our products should be sold, what we may consume, what we may use, and how many hours we may work. In other words, we must have an arbitrarily enforced, planned economy.

A planned economy postulates an executive vested with dictatorial power to enforce it. He cannot tolerate individual freedom of action. They have planned economies in Russia, Italy and Germany. Although there are wide differences between the methods employ-

(continued on page ten)

BURTON C. HOLMES
Senior Week Chairman, Business Manager CAMPUS, *Kaleidoscope*

DOROTHY GRAY
Senior Week Chairman

LOUISE H. FULTON
Class President

PHILIP H. MATHEWSON
Class President

The 135th Commencement

of

Middlebury College

Monday, June 10, 1935

DEGREES IN COURSE

Master of Arts

HAROLD AUGUSTUS MONNAT, Univ. of Rochester '32	*Lowville, N. Y.*
VINCENT FREDERICK SARGENT, Middlebury '34	*Georgetown, Mass.*
ELIZABETH GUNNISON BROWN, Middlebury '34	*Middlebury*
MARY-JOHN HESSE, Univ. of Colorado '28	*Boulder, Colo.*
VIRGINIA WHEELER PEARCE, Syracuse Univ. '27	*Syracuse, N. Y.*

Master of Science

JAMES MCWHIRTER, Middlebury '33	*West Warren, Mass.*
ALBERT BIGELOW NELSON, Colby College '33	*New Braintree, Mass*

MIDDLEBURY COLLEGE

Bachelor of Arts

HENRY TOWER EMMONS	*Winchester, Mass.*
LELAND OTIS HUNT	*Mexico, Me.*
JOSEPH HOLLISTER JACKSON	*Springfield*
DONALD WILFRED MILES	*Berlin, N. H.*
JAMES SOUTHWELL MILLAR	*Plymouth, N. H.*
WALTER WYMAN SMITH, JR.	*Rochester, Minn.*
HYATT HOWE WAGGONER	*Poughkeepsie, N. Y.*
WILLIAM NOEL WHITTLESEY	*Brooklyn, N. Y.* [8]

Bachelor of Science

ROGER MATTHEW BAKEY	*Bridgeport, Conn.*
HARRY SELFRIDGE BARKER	*Glens Falls, N. Y.*
GERALD ORSON BARRETT	*Brattleboro*
LESTER HOAG BENSON	*Dover Plains, N. Y.*
JOHN HODGSON BLAKE	*New Britain, Conn.*
WALTER EDWARD BOEHM	*New York, N. Y.*
RUDOLPH VICTOR BONA	*Dover Plains, N. Y.*
JAMES SIDNEY BROCK	*South Newbury*
DONALD STERLING BROWN	*Ansonia, Conn.*
FRANCIS HAROLD CADY	*Bellows Falls*
DAVID ORVIS COLLINS	*Hingham, Mass.*
ANTHONY JAMES COSTALDO	*Flushing, N. Y.*
RICHARD WHITNEY CUSHING	*Fitchburg, Mass.*
FRANCIS JAMES DONAHUE	*Middlebury*
ELLIOTT HUBBARD DORGAN	*East Orange, N. J.*
GEORGE ALEXANDER ELLIOTT	*Malone, N. Y.*
MYRON SMITH EMBLER, JR.	*Newburgh, N. Y.*
LESTER HERBERT EVANS	*Watertown, Conn.*
CARL AUGUST GRUGGEL, JR.	*Beechhurst, N. Y.*
ELLIS KNICKERBOCKER HAINES	*Pomfret Center, Conn.*
BENJAMIN MINER HAYWARD, JR.	*Weybridge*
BURTON CALHOUN HOLMES	*Brandon*
WILLIAM ARBUCKLE HUNTER	*Hudson, Mass.*
FRANK STANLEY JANAS	*Ware, Mass.*
MATTHEW JOHN KOTOWSKI	*Rochester, N. Y.*
CHARLES ARTHUR KUSTER	*Flushing, N. Y.*
ARNOLD ROBERTSON LAFORCE	*Hillside, N. J.*
FRANK LOMBARDY	*Manchester Depot*
ARNOLD ROBERTS MANCHESTER, JR.	*Mamaroneck, N. Y.*
PHILIP HOYT MATHEWSON	*Lyndon Center*
PEMBROKE LUCIUS NIMS	*Townsend, Mass.*
RUSSELL CAPRON NORTON	*Manchester, N. H.*
HILLES RYAN PICKENS, JR.	*Montreal, Canada*
DALE BRYANT PRITCHARD	*Fall River, Mass.*
OTTO WILLIAM PROCHAZKA, JR.	*Flushing, N. Y.*
VICTOR JOSEPH RICCIO	*Rye, N. Y.*
KENNETH WALKER RUDD	*Glenbrook, Conn.*
JOHN SCHOONMAKER	*Newburgh, N. Y.*
LAURENS CLARK SEELYE	*Worcester, Mass.*
CHARLES SHAFIROFF	*Brooklyn, N. Y.*
ROBERT THEADORE STAFFORD	*Rutland*
RICHARD BENTON SWEET	*Poughkeepsie, N. Y.*
ARTHUR HENRY WILLIAMS, JR.	*Newton Centre, Mass.*
FREDERICK ERNEST WOODBURY	*Salem, N. H.*
CHARLES HENRY WOODMAN, JR.	*Ridgewood, N. J.*
WILLIAM ARNOLD YASINSKI	*Fair Haven*
JOSEPH JOHN ZAWISTOSKI	*West Rutland*
After Summer Session: CHESTER ERVING BILLINGTON, JR.	*Brooklyn, N. Y.* [47+1]

THE WOMEN'S COLLEGE AT MIDDLEBURY

Bachelor of Arts

ROSAMOND ALLEN	*Northfield*
DORIS GWENDOLYN ANDERSON	*Worcester, Mass.*
FAITH ARNOLD	*Waltham, Mass.*
FRANCES ELIZABETH BOUTON	*Fultonville, N. Y.*
MARIETTE RAE BOWLES	*Franconia, N. H.*
VERA RUBY BROOKS	*Middlebury*
ELIZABETH JANE BRYAN	*West Springfield, Mass.*
EMMA DOROTHY CANFIELD	*Madison, N. J.*
FRANCES MARSTON CHAFFEE	*Orleans*
MARJORIE IRENE CLARK	*Pittsfield, Mass.*
MARY ELIZABETH CLARK	*East Orange, N. J.*
MAYWOOD LOUISE CLOUGH	*Randolph*
MOLLIE CONVERSE	*Bridport*
ALICE ELIZABETH COOKE	*Westfield, Mass.*
DOROTHY MINA CROWE	*St. Johnsbury*
ESTHER FRANCES DAMERELL	*Worcester, Mass.*
RUTH WINIFRED DAMERELL	*Worcester, Mass.*
ALMA HOMER DAVIS	*Philadelphia, Pa.*
DOROTHEA DECHIARA	*Ridgefield Park, N. J.*
ELEANOR MARY DUKE	*Montpelier*
NATALIE HELEN DUNSMOOR	*Waterbury, Conn.*
VIRGINIA ELIZABETH EASLER	*Manchester, N. H.*
SARAH LOUISE ELLIOTT	*Claremont, N. H.*
LOUISE TOWLE FEATHER	*Manchester, N. H.*
LOUISE HAMMOND FULTON	*Asbury Park, N. J.*
JESSIE MARY GIBSON	*Spencer, Mass.*
ELEANOR GOODRICH	*Benson*
ELIZABETH HALPIN	*Rutherford, N. J.*
MARGERY THOMPSON HANCHETT	*Natick, Mass.*
RUTH LOHSE HAVARD	*Allentown, Pa.*
ELIZABETH WHITNEY HIGGINS	*Southbridge, Mass.*
DORIS LOUISE HILLER	*Port Washington, N. Y.*
MARY-ELIZABETH HINCKS	*Middlebury*
MARY ALICE HOWARD	*Middlebury*
MARTHA ELIZABETH JORDAN	*Jamaica, N. Y.*
GERTRUDE EVELYN KNIGHT	*Belchertown Mass.*
JOSEPHINE KNOX	*Ridgefield Park, N. J.*
FRANCES AUGUSTA LAMSON	*Randolph*
HELEN LOUISE LINDBERG	*Worcester, Mass.*
PATRICIA LITTLEFIELD	*Reading, Mass.*
ELIZABETH HUDSON LOOMIS	*Glastonbury, Conn.*
PATIENCE LYON	*Perkinsville*
LOIS MACK	*Dover, Del.*
DOROTHY MASKELL	*Lenox, Mass.*
ANNA GENOEFFA MIRANTE	*North Adams, Mass.*
HELEN FISHER PARSONS	*White Plains, N. Y.*
LUCY ANNE ROBERTS	*Webster, Mass.*
MARION WADSWORTH RUSSELL	*Bridgeport, Conn.*
LAEL SARGENT	*Ludlow*
ELIZABETH ALICE SEELEY	*Middlebury*
NORMA RUSSELL SELLECK	*Middlebury*
MIRIAM ELISABETH SMITH	*Newport*
ANNE KATHERINE STARK	*Rochester, N. Y.*
RUTH EVELYN STETSON	*Dalton, Mass.*
LOIS ALYSON STUDLEY	*Attleboro, Mass.*
DORIS PRISCILLA TUCKER	*Worcester, Mass.*
MARJORIE YOUNG	*Bridgeport, Conn.* [57]

Bachelor of Science

ELIZABETH BARTLETT BAILEY	*Montpelier*
GRACE ELIZABETH BATES	*Albany, N. Y.*
ROBERTA ELIZABETH BOURNE	*Amherst, Mass.*
ELIZABETH COLEY	*West Boylston, Mass.*
AVIS ELEANOR FISCHER	*Brooklyn, N. Y.*
ALICE EMMA FLAGG	*Middlebury*
LOUISE GESINE FLEIG	*Brooklyn, N. Y.*
DOROTHY GRAY	*Katonah, N. Y.*
GRACE MARION HARRIS	*Newark, N. J.*
ESTHER MARY JOHNSON	*Amherst, Mass.*
SUZANNE MARIE TREILLET	*Johnstown, N. Y.*
MARGARET TUPPER WHITTIER	*Brooklyn, N. Y.*
JEAN CAMERON WILEY	*Cleveland Heights, Ohio*
DOROTHY ELIZABETH WILLIAMS	*Worcester, Mass.* [14]

COMMENCEMENT HONORS

FOR MEN:
Valedictory Honors—BENJAMIN MINER HAYWARD
Salutatory Honors—JOSEPH HOLLISTER JACKSON
FOR WOMEN:
Valedictory Honors—ALICE EMMA FLAGG
Salutatory Honors—ELIZABETH WHITNEY HIGGINS

DEPARTMENT HONORS

High Honors in American Literature—DOROTHY MINA CROWE
Honors in American Literature—HYATT HOWE WAGGONER
Honors in English—FAITH ARNOLD, FRANCES ELIZABETH BOUTON, MARIETTE RAE BOWLES, FRANCES MARSTON CHAFFEE, DORIS LOUISE HILLER, DOROTHY MASKELL
High Honors in French—DOROTHEA DECHIARA
Honors in French—AVIS ELEANOR FISCHER
High Honors in Mathematics—GRACE ELIZABETH BATES
Honors in Mathematics—BENJAMIN MINER HAYWARD
High Honors in Philosophy—JOSEPH HOLLISTER JACKSON
Honors in Philosophy—LELAND OTIS HUNT
Honors in Physical Education—LESTER HERBERT EVANS

DEGREES TO BE CONFERRED WITH DISTINCTION

magna cum laude

FAITH ARNOLD
DOROTHY MINA CROWE
VIRGINIA ELIZABETH EASLER
ALICE EMMA FLAGG
ELIZABETH WHITNEY HIGGINS
DORIS PRISCILLA TUCKER

cum laude [6]

WALTER EDWARD BOEHM
FRANCIS HAROLD CADY
FRANCIS JAMES DONAHUE
BENJAMIN MINER HAYWARD
LELAND OTIS HUNT
JOSEPH HOLLISTER JACKSON
DALE BRYANT PRITCHARD
CHARLES SHAFIROFF
HYATT HOWE WAGGONER [9]

ROSAMOND ALLEN
DORIS GWENDOLYN ANDERSON
GRACE ELIZABETH BATES
MARIETTE RAE BOWLES
VERA RUBY BROOKS
FRANCES MARSTON CHAFFEE
MARJORIE IRENE CLARK
DOROTHEA DECHIARA
LOUISE TOWLE FEATHER
AVIS ELEANOR FISCHER
MARGERY THOMPSON HANCHETT
DORIS LOUISE HILLER
ESTHER MARY JOHNSON
HELEN LOUISE LINDBERG
PATRICIA LITTLEFIELD
ANNA GENOEFFA MIRANTE
LUCY ANNE ROBERTS
ELIZABETH ALICE SEELEY
NORMA RUSSELL SELLECK
ANNE KATHERINE STARK
LOIS ALYSON STUDLEY
SUZANNE MARIE TREILLET
JEAN CAMERON WILEY [23]

APPOINTMENTS TO PHI BETA KAPPA

FRANCIS HAROLD CADY
BENJAMIN MINER HAYWARD
JOSEPH HOLLISTER JACKSON
DALE BRYANT PRITCHARD
HYATT HOWE WAGGONER [5]

FAITH ARNOLD
GRACE ELIZABETH BATES
DOROTHY MINA CROWE
DOROTHEA DECHIARA
VIRGINIA ELIZABETH EASLER
ALICE EMMA FLAGG
ELIZABETH WHITNEY HIGGINS
ESTHER MARY JOHNSON
HELEN LOUISE LINDBERG
LUCY ANNE ROBERTS
DORIS PRISCILLA TUCKER [11]

THE 135TH COMMENCEMENT OF MIDDLEBURY COLLEGE

GRADUATION EXERCISES AND CONFERRING OF DEGREES

Monday, June 10, 1935

PROGRAM

PROCESSIONAL *Urteaga*
INVOCATION
TRIO, Ecstasy *Ganne*
Miss KUECHAL, Mr. HOYT, Mr. SARGENT
COMMENCEMENT ADDRESS
SILAS H. STRAWN
Former President of the American Bar Association
SOLO, "How Beautiful Upon the Mountains" *Harker*
Miss PRUDENCE FISH
CONFERRING OF DEGREES
THE PRESIDENT
BENEDICTION
RECESSIONAL *Ravanello*

WALTER E. BOEHM
Undergraduate President

VIRGINIA E. EASLER
Student Government President

FAITH ARNOLD
Dutton Fellow

JOSEPH H. JACKSON
Dutton Fellow

HENRY T. EMMONS
Interfraternity Council President

OTTO W. PROCHAZKA
CAMPUS *Editor-in-Chief*

FRANCES M. CHAFFEE
CAMPUS *Women's Editor*

ELIZABETH COLEY
CAMPUS *Associate Business Manager*

GRACE M. HARRIS
Pan-Hellenic President

E. DOROTHY CANFIELD
Mortar Board President

LELAND O. HUNT
Kaleidoscope Editor-in-Chief

ELIZABETH W. HIGGINS
Saxonian Editor-in-Chief
Kaleidoscope Women's Editor

ARNOLD R. LAFORCE
Junior Week Chairman

DORIS P. TUCKER
Optima Award

President Paul D. Moody Delivers Annual Baccalaureate Address To Members Of Graduating Class

Baccalaureate

by Paul D. Moody

I do not know how many of you have ever taken the trouble to inquire into the meaning of the word baccalaureate. The haziness of our general ideas often needs clarification. It is easy to see that it is a derivative of the word bachelor, which, in turn, has an interesting history coming from medieval Latin through Old French into early English where it first meant a knight who, because of his youth or because of the fewness of his own vassals, attached himself to some older or more established knight. We cannot stop to trace the way in which it has passed into its present meaning of an unmarried man, or take the time to go into the etymology of its related word, baccalaureate. Its first appearance as a term in educational parlance was in the 13th Century when it was employed by the University of Paris to denote a neophyte. It made its way into military terminology and into the church. But always it has carried the idea of the first stage or degree in whatever field it has been used, practically synonymous with junior, or subordinate.

We are not so concerned with what it has meant in days gone by as with what it has come to mean to us and to our day. To us it means relating to the first formal degree in arts or science, and a baccalaureate sermon is a farewell sermon to a class passing out of school or college, in the simplest words, a farewell address.

As such it is never an easy thing to deliver, if delivered as is usually the custom in American colleges, by the one who has the ultimate responsibility in the institution. Two factors enter in, an inevitable sense of sadness at parting, and a desire to say what presses most to be said, that which is truest, that which is most worthy of a day freighted with such solemn significance. For you, to whom this is addressed, have run your race and finished your course, and the College has done what it could for you. If it has not done as much for you as you hoped it would, or as we hoped it would, we must divide the blame. And only God can do this justly. But we recall Kipling's lines and paraphrase them for our purpose:

"If there be good in that I wrought
Thy hand compelled it, Master, Thine.
When I have failed to meet Thy
thought
I know through Thee the fault is
mine."

And it is a prayer which each of you must join me in saying as you look back over the four years which are swiftly coming to their climax in these brief days.

It is not unnatural, then, that one should turn at this time to the words of Jesus, the great Teacher, for inspiration. John records how, on the eve of Jesus' arrest and trial, He said a few words of farewell to His disciples in those passages we call the fourteenth to the seventeenth of John's Gospel. And from these farewell words of Jesus I have chosen one phrase which will serve as the center of our thought this morning.

I HAVE YET MANY THINGS TO SAY UNTO YOU, BUT YE CANNOT BEAR THEM NOW.

John xvi:12

It is doubtful if we could find more fitting words as a valedictory. God has given, now and again, to His servants, the grace to say words which have a final ring and upon which we cannot improve but which we can only study, as, for example, those majestic and solemn sentences, few in number, which Abraham Lincoln uttered on the battlefield of Gettysburg. And when the Supreme Teacher, for Jesus was this, parted with His disciples, that which He said may well serve as a model.

The supremacy of Jesus as a teacher rests not alone on what He taught but also on the way He taught. There has been in educational circles, or so some of us think, an undue emphasis upon the manner of teaching to the neglect the matter. The ideal teacher knows not only what he teaches, but equally well those he teaches, and Jesus needed not that any should tell Him of man, for as the Gospel says very simply, "He knew what was in man" and how completely and thoroughly He knew it is evidenced by the way in which He chose again and again the most unlikely people to carry out His plans and by that very trust in them awakened qualities the existence of which even they had not suspected.

The profundity of the utterances of Jesus is equalled only by their clarity and He spoke in a way that even the dullest could understand. What He said to the by no means brilliant men who constituted His first followers, impressed itself upon them so indelibly that it was passed on to humanity at large, unscarred and unspoiled by the obvious intellectual limitations of the unlettered fishermen who followed Him.

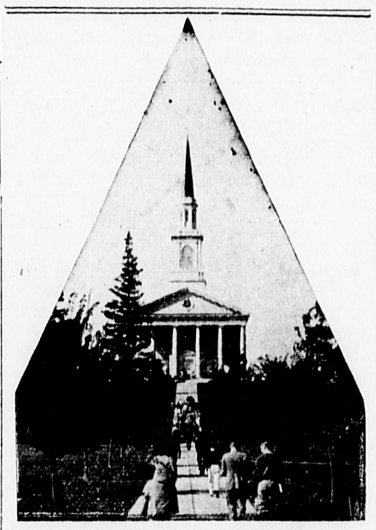
For three years He had labored with them. They had been His constant companions. He had endeavored to break down their prejudice and their narrowness. Again and again He had corrected their mistakes and set them right. His patience and His understanding of even their thoughts before they were uttered are beyond our comprehension.

And now the end has come. He can do no more. The period of their tutelage is over and the events which in a few minutes will crowd out for a time all He has taught them are rushing swiftly upon them, and regretfully, I believe, He tells them that there is more that He could say, many things, but they are not ready, they cannot bear them now. The truth He would like to utter is beyond their power of comprehension.

It seems to me that this means, first of all, that Jesus would have them understand the dangerous nature of knowledge. He had told them much, but not all. We know what He had told them. We, like them, do not know what it was He with-held, for we, like them, are unequal to grasping all Jesus was capable of saying. But He could not tell them for they could not bear it, could not stand up under it. They would break under the burden of this which He could have said. To tell them would have been dangerous.

"I have yet many things to say unto you, but ye cannot bear them now." Why? There is a broad and cheap philosophy which says that knowledge cannot hurt anyone. Ah, but can't it? Some of the oldest legends that the human race inherits are conclusive evidence that men have found that knowledge could be destructive and dangerous. And whenever a legend has long survived, it will usually be found to be enshrining a truth. The ancient Greeks had a legend of Medusa, whose face, according to some versions, was beautiful, to others, appaling, but according to all versions, fatal to the beholder, who was turned into stone. Not entirely fable, for we have known those who set out upon quests for knowledge from which, if they returned, they returned half turned into stone, never the same again. The wise old Greeks believed very firmly in the existence of forbidden knowledge, and that there were fields of knowledge wherein it was unlawful and fatal to walk. They embedded this belief in the story of Semele, beloved by Zeus in disguise. When she demanded to see the true nature of her lover, he revealed himself in lightenings and thunder and destroyed her. Psyche, desiring to look upon the face of Eros, who came always under cover of night, dropped by accident, oil from her lamp on the face of the sleeping God and the Odyssey of her wanderings and sufferings was long. Prometheus, suspicious of Zeus, would not accept the gift of the woman of great beauty, Pandora. But his brother, Epimetheus, opened the box which Pandora brought and loosed upon the world, what? One old version says, all the evils. Another version declares it was all the blessings the gods would have kept from man. But both versions agree that the lid was closed in time to keep the last, which was Hope. Which raises the interesting question of the nature of Hope. Is it a blessing or an evil? And we who inherit from Judaism a rich store, need not be reminded that according to the early Hebrews it was eating of the tree of the knowledge of good and evil in the midst of the Garden that brought about the expulsion of our parents from the Garden of Eden.

Knowledge can be an exceedingly dangerous, if not a fatal thing, and the seekers of knowledge should be at all times aware that there are things it is not lawful for man to look upon. Hawthorne, in "Goodman Brown" was saying the same thing, and Kipling, a very great teacher at all times, was not just trying his hand at a story in that to me grimmest of all stories, "The End of the Passage". You recall the lonely Englishmen in the Indian back country attempting to discover what had caused the death of their friend, seeing such a look of horror on his hardening features that they fall back on what they had been told, that the sensitive plate of the camera can reveal the last object a dying man



Mead Memorial Chapel

looks upon. The experiment is tried and two of the number wait in the passageway while a third takes the plates into the dark room for development. After a long wait they hear only the breaking of the plates.

It is very superficial mind indeed that ignores or denies this. Nothing is more false than the idea that all knowledge is beneficial. There are chasms in human nature into which it is not well to peer and the sounding of which is not only futile but destructive to the soul. There are still Medusa faces which turn those who look upon them into stone in a very true sense. The author of Deuteronomy was saying something to this effect when he wrote: "the secret things belong unto the Lord our God, but those things which are revealed belong unto us and to our children forever that we may do all the words of this law".

In a marvellous passage, too long to quote here, C. E. Montague derides the folly of these people who never realize that there are minus signs in the mathematics of life, or that certain experiences sought under the guide of broadening, in reality contract, and that we may become less than we are by some additions we make. There are fields of knowledge in like manner from which we emerge not enlarged but curiously contracted. There are things which we may do and see under the pretense of increasing our outlook or widening our experience which do nothing in the world but subtract from the sum total of our personality and narrow both us and the life we live. The wiser we become, the more we become aware of the element of danger in knowledge. There is knowledge. There is knowledge for us which, like the disciples, we cannot yet bear.

And the recognition of the partial nature of knowledge is essential to any understanding. Later, His greatest disciple, Paul, himself no mean teacher, declared, "If any man thinketh he knoweth anything, he knoweth nothing yet as he ought to know". Pretty strong words, but justifiably so. There is no other barrier to the acquisition of knowledge, whether it be in the realm of the spiritual or the secular, equal to that dogmatic assurance that we know all that is to be known and that we are right. It is that which closes our minds and dulls our spirits. It is in this realm of the intellect that sense of satisfaction, that feeling we need not search further, that we are in possession of such information and knowledge that no one can add to it, which is most deadening. In the fourteen years I have been here I have been ever on the search for a definition of education which would satisfy me. I know no better one than one I have already given you, the process by which we become aware of our ignorance.

And we know that the more we widen our circle of knowledge, the more we become conscious of even greater fields which we can never explore. We are doomed to ignorance and the wiser and more informed we are, the clearer we read this sentence. The lighted match, or the rush light illumines but a little space, and the periphery of darkness is small. The arc light illumines a much larger space, but the periphery of darkness is correspondingly increased. The more we know, the more we feel the limitations of our knowledge, the more we chafe at our ignorance, and seek to push back its barriers. There are learned men devoting their lives to the solution of problems the very existence of which is unsuspected by their brethren on the street. There are explorers seeking feverishly the sources of rivers of which we have never heard, and scientists seeking the meaning of phenomena of which we have never even dreamed.

If we set out upon a search for knowledge in the true spirit of scholars, we pass under sentence of eternal hunger and thirst. Here, perhaps, is the test of your four years at college, whether or not you have commenced a lifelong search for truth, whether or not you are satisfied with what satisfies other men, easy answers, cheap solutions, ready-made conclusions.

In the years that followed, did the disciples who crowded about Jesus that night recall these words and wonder what it was He could not tell them?

The progressive nature of knowledge is implied also in this utterance of Jesus. Had that last word been left off we would share with the disciples an irremovable sense of defeat. The little word "now" changes the nature of the statement. Not now, is an implied promise of the future unless it is, as it is not here, a synonym for too late. Obviously, this latter is not what Jesus meant, but rather that some day the disciples would be able to bear it. They would grow to it at a later day, be equal to it some day. For all knowledge, if it is true knowledge, is progressive. We may feel a trifle of irritation at those educational theorists who would appropriate this word for their own peculiar methods. But the truth remains that education is a progress, and a progress not in quantity alone, but in quality as well. Not only should we know more things, but the things we know should be more important and vital and related to life.

You who will receive in a few hours an inscribed sheepskin as an evidence of your labors, can look back on those days when you learned the alphabet and the multiplication table, when you learned the declension of mensa or the conjugation of amo. The way you have come has been long and the increase in your store of knowledge has been considerable. But you know the meaning of these simple things now as you could not then, and the knowledge you possess today is different in quality as well as in quantity. But you also know that the sum total of what you know today is perhaps not even a half way point to that knowledge which you may possess.

It is the clearest possible indication that since some day you are going to know more, your present knowledge is not final or complete. In other words, this statement of Jesus should, and to a large extent probably did keep those who heard it in a slightly more humble frame of mind. And for that reason I commend it to you. Humility is, of all qualities, the one most needed for the acquisition of knowledge. Its lack in some of our self appointed teachers and leaders of the present day is what gives some of us pause. The Father Coughlins and the Kingfishes, and the H. G. Wells of the present day are not conspicuous for their modesty or any recognition of the limitations of their knowledge. The mere recollection on your part that your knowledge is not complete or final will preserve you from the intolerable pontifical air, or the pedantic spirit of thought or speech, or the demagogic leadership of your fellows. It will save you from dogmatism, prejudice, impatience with the views of others, and will develop the spirit of the higher and truer scholarship.

And lastly, there is the moral nature of knowledge. You must become worthy of it. The proper use of that which you possess is the path to an increase of knowledge. There are those who vigorously, but we believe mistakenly, attempt to prove that there is no relation between knowledge and morals. But Jesus did not believe that. "If any man willeth to do the will of God", said Jesus, "he shall know". Or, in the paraphrase of Robertson of Brighton, "Obedience is the organ of spiritual knowledge." Just as knowledge is a progressive thing and one truth rests on and grows out of another, so we discover new truths only when we are obedient to the truths we have already grasped. Every generation witnesses those who try to deny this, and who seek out new ways that discount that which has been tried and proven by the race. There come times when men seem to make progress by the repudiation of the past. But when this is real, rather than apparent, it will be found that they are departing only from the misconceptions and errors of their forebears which have become incorrectly enshrined as truth, and are proving true to some older and deeper aspect which has been overlooked, as Luther looked back to the Pauline interpretation which had become overlaid in the process of the years.

If Jesus meant anything by this phrase, it is that there has to be a moral preparation for the reception of truth. And the development of moral qualities, love of truth, willingness to sacrifice the lesser things for truth, subordination of self, courage, too;—all these things are necessary unless your enlargement of knowledge is more increase in technicalities, mere pedantry.

MEMBERS OF THE SENIOR CLASS:

That which I have been trying to say will fade from your minds, but the memory of this experience of the Supreme Teacher, in parting from His disciples, will linger, I hope, through many years. There are many things to be said to you yet, though they may be quite beyond the power of any of those who have taught you so far to say. You have very easily discovered the limitations in the knowledge of the best of your teachers hitherto. And the day will come, we hope, when in the progress of growth and the expansion of knowledge, you will know much more in more than one field than any of your instructors know now. You will think of us then with perhaps a little compassion, tinged with amusement. If we are still in the haunts of men when that day comes when you have surpassed us and reached heights of fame and usefulness we have never reached, we will rejoice with you all the more becaused we have been privileged to be associated with you in the climb in which you have outstripped us.

The test of your four years here is yet to come. You have passed the examinations the college has set. But other and more severe tests will come in which your success will be dependent not on what you remember of these four years, but upon the use you make of what you have gained in attaining yet more knowledge. The Old College will watch you with love and confidence and will rejoice in your successes. And may the blessing of God, Who has watched over this college from the day when it was only a dream in the minds of its founders, be with you in the years to come.

So What?

by Heinz

DID SOMEBODY MENTION AN INDOOR FIELD? . . . . . Why yes, it seems to me I did hear something about such a colossal edifice somewhere at sometime or other . . . . . but, not lately. Well, wonder what's happened to it? Nobody seems to know, so maybe it just isn't any more. Nice day though!

What About It?

Well, that seems to be the general trend and course of thought around here as far as the Indoor Field goes. Not that anybody is sufficiently interested in the project at the moment to take time off from worrying about exams and give it much consideration, but ever since the first semblance of a student drive died out, little has been heard or said about the subject. Curiosity, leading to investigation shows, however, that it is far from a dead issue.

Here's What

This month's issue of the "News Letter" presents the grand total accumulated so far through the alumni drive. It amounts to just exactly 3095 dollars through the date of May 20, and shows 8 percent of the alumni to have contributed. Letters were sent as well to the parents of all Midd students, but the returns here were likewise in the line of nothing very startling. The final phase, and that which strikes closest to you and me, namely the student drive, has yielded slightly over 34 dollars in all, with the actual number of contributors being rather indefinite but decidedly below 100 percent.

Your Conclusions

Now there are the facts, and whether or not you're much of an artist, you can draw your own conclusions. From the outside, I'll admit that there doesn't seem to be a great deal to cheer about. However, this much can be said. The committee still seem to be decidedly optimistic, mainly because they claim to have yet a few tricks up their sleeve, the nature of which they are not prone to disclose at this time but for the outcome of which they are highly hopeful. To them the possibility of construction sometime within a year is not at all out of the question.

Initial Impetus

Well, whether or not anything materializes in the near future, the initial impetus has been given the movement anyway. This means a lot in a drive of this sort where, by constantly keeping the project before the minds of the alumni, one can never tell when or to what extent things will start popping. Then too, gentlemen, it does look like a certainty that the little girlies are finally going to get their so long desired Quail Roost, and I suppose that the predominating percentage of you "athletes" would find more use for a new "bird cage" than a baseball cage anyway, hey!

GREEN MOUNTAIN CONFERENCE CHAMPIONS . . . . . Wow! And just when I'm getting ready to suggest that the best thing for baseball here at Middlebury is to abolish the sport, the boys go and win themselves a title. Well, in spite of the fact that this league up here is still decidedly of the corn-beef-and-cabbage variety, I suppose any title-winner deserves congratulations.

Still A Problem

Winners or no winners, however, the baseball problem still exists here. There yet remains a lack of enthusiasm, lack of good baseball weather, lack of a proper place to play, and lack of an inviting first-class schedule. Enthusiasm will come after some of the other weaknesses are remedied. Let's hope there's some work done on the field this summer, not that anything needs to be done but just to give somebody something to do, and that someday something in the way of a warm-up Southern trip can be incorporated in the schedule. As for the weather—that'll always form a good excuse I guess! So what, hey?

SPORTS

Tennis Team Wins Vermont Tilt 8-1

Varsity Courtmen Finish Schedule Gaining Seventh Straight Victory of Year

The Blue and White courtmen wound up the 1935 season with an 8-1 victory over the University of Vermont court squad for the seventh consecutive win for the season.

With a previous overwhelming Catamount victory under their belt, the Middlebury men had no cause for worry from the Lakesiders, and they proceeded to take over their opponents with little ceremony. All of the six singles terminated with the Panthers on the scoring end, with Rudd downing Costello of the Green and Gold, LaForce defeating Harris, Holmes victorious over J. Swift, and Buskey beating Williamson. Tierney and Brown came through also, with dual wins over H. Swift and Hart, both dropping their second game to their opponents in a bit of tricky playing, but coming back in the final stanza to take the necessary two out of three.

The single minus score for the Panther men came with the loss of Capt. LaForce's and his partner Buskey's doubles match to Costello and Harns of the Vermonters. The two Midd men who have been clicking well all season until the Union game failed to rally, dropping the first set 6-0, and following it up with a 6-2 defeat in the second. Rudd and Holmes also dropped the first set 10-8, but settled down to smoother playing to take over the other two 6-0, 6-2, defeating H. Swift and J. Swift. Tierney and Brown downed Williamson and Ross by taking the first and third 6-3, 6-0 but losing the second 6-4. All in all, the Blue and White overcame their opponents with a minimum of difficulty, showing generally superior playing in every case.

The two scheduled matches with St. Michael's college were cancelled because the Purple considered their team not in proper condition to compete with the Panther forces. St. Michael's best tennis players were also the star baseball men, and baseball drew players away from tennis competition. In early matches Vermont swamped the Mikemen. Comparative scores obviously give the Blue and White the edge over the Purple.

Baseball Team Chooses John E. Nash as Captain

At a meeting last week of the baseball squad, John E. Nash '36 was elected to captain the team next season.

Nash has been a member of the varsity squad for two seasons. Last year he saw service at third base and as reserve catcher, while this season he earned a position as regular backstop. He served as well last winter as varsity goal tender for the hockey team in his first season of collegiate hockey. As baseball captain he succeeds co-captains Harry S. Barker '35 and Joseph J. Zawistoski '35. Nash is Kappa Delta Rho.

G. Wilbur Westin '36 was automatically elected to manage the team next season, with Norman L. Wendler '37 being chosen as assistant manager.

Golfers Elect Richard L. Neilson to Captain Team in Next Year's Matches

The varsity golf team has elected Richard L. Neilson '37 to captain the Panther squad for the 1936 season.

Neilson has been a member of the squad for two years seeing regular service this season. He has been seeded in second position for most of the season and is the winner of the college tournament. As captain he succeeds Lawrence F. Leete '36. He is Delta Upsilon.

Next year's manager will be Harry R. Waldron '36, and William H. Nolan '37 has been elected assistant manager.

Elwood A. Hoxie Elected To Captain Track Team

The honor of captaining the Blue and White track team for the 1936 season was bestowed this week on Elwood A. Hoxie '36.

Hoxie has been a member of the squad for three seasons as well as being a member of the four man indoor relay team. Although specializing in the shorter events, he has run the quarter-mile as well. In the 100 yard dash he is co-holder of the college record of 9.9 seconds as a result of his last year's performance in the Green Mountain conference meet, but this season he has been handicapped by a leg injury sustained in an early encounter. He is also a letterman in football and is a member of both Blue Key and Waubanakee. He is Delta Kappa Epsilon.

The manager for next year is Anthony Golembeske '36 and Fredric D. Manchester '37 has been elected assistant manager.

Panther Golfers Win Final St. Lawrence Match, 6-0

The Middlebury golf quartet completed its season with a 6-0 victory over the representatives of St. Lawrence university on the local course, May 22.

Captain Leete playing number one man for the Panther won the opening match easily four and three, and Pickens at number two defeated Nawicki by the same count. Neilson breezed through his match in eleven holes to win seven and six, and Johnson took his encounter by a six and five margin.

The results of the college golf tournament show Neilson to be the winner for this year. Neilson downed Johnson in the final round, having defeated Leete in the opening bracket. Johnson reached the finals by eliminating Pickens by four and three.

Awards Of Athletic Insignia Are Made

Forty-three Letters Given College Representatives In Four Spring Sports

Awards of athletic insignia were made last week to the men who have represented Middlebury in spring sports this year. Forty-three letters were awarded in the four sports, and are as follows:

Baseball: Co-captain H. S. Barker '35 and J. J. Zawistoski '35; captain-elect J. E. Nash '36; R. M. Bakey '35; R. V. Bona '35; E. H. Dorgan '35; C. Hoehn '36; R. H. Meacham '36; B. D. Guild '37; F. W. Guild '37; G. D. Phinney '37; M. K. Lins '38; manager L. O. Hunt '35.

Track: Captain P. H. Mathewson '35; captain-elect E. A. Hoxie '36; F. H. Cady '35; F. Lombardy '35; R. L. Whitney '35; R. L. Williams '35; R. O. Forbush '36; H. F. MacLean '36; A. C. Tilford '36; L. E. Bernardini '37; P. W. Foster '37; R. W. Hoffmann '37; K. W. MacFadyen '37; P. B. Guarnaccia '38; G. W. Lamb '38; A. Riccio '38; J. R. Williams '38; manager D. S. Brown '35.

Tennis: Captain A. R. LaForce '35; captain-elect C. J. Holmes '36; K. W. Rudd '35; M. J. Tierney '36; P. G. Brown '37; P. G. Buskey '38; manager E. K. Haines '35.

Golf: Captain L. F. Leete '36; captain-elect R. L. Neilson '37; H. R. Pickens '35; R. A. Johnson '38; manager C. A. Kuster '35.

At the same meeting of the athletic council at which the letters were awarded the motion was passed providing that neither the captain nor manager of a sport is to have a vote in the election of the assistant manager. It is hoped that this will tend to eliminate the fraternity politics problem. The motion, however, is yet to be submitted to the officers of the men's undergraduate association.

Baseball Team Defeats Norwich In Final Game To Capture Title

COACH WALTER J. NELSON

Middlebury Downs Vermont Batsmen

Blue and White Nine Wins Contest by 5-4 Score and Takes Conference Lead

The Panther nine defeated the University of Vermont by a 5-4 score Thursday, May 23, to break into the lead for the Green Mountain conference championship.

Playing an average brand of baseball, the two conference teams batted out ten hits apiece, Middlebury's culminating in one more run than Vermont's. Fourteen Catamount players were left on bases during the course of the game as compared with three of Middlebury. The Panther hits happened to come at the right moments and, together with the three Vermont errors, accounted for the winning point. The Blue and White played errorless ball behind B. Guild, who let eight men pass but also struck out an equal number.

Middlebury entered the scoring column in the third, and nearly batted around in the fourth, recording three runs on two hits. The Vermonters tallied two in the third and one in the fifth. A slam to center field by Barker in the eighth brought Hoehn in for the winning Blue and White score. The fourth Catamount trip across the plate was made in the last frame, and another one was prevented by Guild's excellent performance on the mound for the Panthers.

The box scores:

Middlebury

	AB	R	H	PO	A	E
Bakey, rf	5	0	1	2	0	0
Hoehn, 1b	4	1	1	9	1	0
Zawistoski, 2b	4	0	1	3	2	0
Barker, cf	4	1	2	1	0	0
F. Guild, lf	3	1	3	0	0	0
Dorgan, lf	0	0	0	1	0	0
Meacham, ss	4	1	0	1	2	0
Lins, 3b	4	0	1	0	1	0
Nash, c	2	1	0	9	0	0
B. Guild, p	4	0	1	1	4	0
Totals	34	5	10	27	10	0

Vermont

	AB	R	H	PO	A	E
Burns, 2b	4	0	1	3	3	0
Hallinan, cf	3	2	2	0	0	0
Funk, rf	2	1	2	2	0	1
Williams, 3b	5	0	2	2	1	0
Palmer, 1b	4	0	0	10	2	0
Werner, ss	3	0	1	4	4	0
Ramon, lf	3	0	1	2	0	0
Hart, c	3	0	0	4	2	2
Swartz, p	2	0	0	0	0	0
Degree	1	1	1	0	0	0
Kenworthy	1	0	0	0	0	0
Totals	31	4	10	27	14	3

Score by innings: 1 2 3 4 5 6 7 8 9 T

Middlebury 0 0 1 3 0 0 0 1 0 5

Vermont 0 0 2 0 1 0 0 0 1 4

Blue and White Nine Wins at Northfield by 6-1; Guild Stars

The Blue and White nine concluded its season and triumphed over the Norwich diamond squad at Northfield May 30, to clinch definitely the Green Mountain conference championship for the year taking the game by a 6-1 score.

Middlebury played a good brand of baseball throughout as B. Guild turned in a stellar performance in the box to end a remarkable season of mound work as the backbone of the Panther pitching staff. He allowed only three hits, two coming in the first inning, and showed his best control this year in walking only two men, and striking out ten. The Blue and White hit heavily the offerings of both Washburn and Comi, getting sixteen safe blows as Zawistoski, Barker and Lins led the parade with three hits each.

Norwich started out in earnest with their first man up, Zapponi, smashing out a single, and this was followed by another one base drive by Hicks that drove home the Cadet third baseman for the first tally of the game. Middlebury's half of the first inning yielded nothing, but in the second, singles by Barker, Meacham, Nash, and Lins accounted for two tallies.

After the wavering first stanza, Guild opened up in real style and set the Cadets down in one-two-three order for the following four innings. The next Middlebury score came in the fifth when Hoehn scored on a double by Zawistoski and the latter tallied on another double by F. Guild. The seventh inning saw the final two runs cross the plate on singles by Barker, Zawistoski and F. Guild.

The box score:

Middlebury

	AB	R	H	PO	A	E
Bakey, lf	5	0	0	0	0	0
Hoehn, 1b	4	2	1	9	0	1
Zawistoski, 2b	5	2	3	2	2	0
Barker, cf	5	1	3	0	0	0
Guild F., rf	5	0	2	2	0	0
Meacham, ss	4	1	2	1	2	0
Lins, 3b	4	0	3	0	3	0
Nash, c	2	0	1	12	0	0
Guild, B., p	4	0	1	1	10	0
Dorgan, rf	0	0	0	0	0	0
Totals	38	6	16	27	17	1

Norwich

	AB	R	H	PO	A	E
Zapponi, 3b	4	1	1	3	5	0
Trafton, rf	4	0	1	0	0	0
Hicks, c	4	0	1	3	4	0
Chiolino, 1b	3	0	0	14	0	0
Washburn, p	3	0	0	1	3	0
Karr, 2b	3	0	0	4	2	0
Comi, cf	4	0	0	1	4	2
Fernandez, lf	3	0	0	1	0	0
Butterfield, ss	3	0	0	0	3	3
Totals	31	1	3	27	21	5

Middlebury 0 2 0 0 2 0 2 0 0—6

Norwich 1 0 0 0 0 0 0 0 0—1

Two base hits: Barker, F. Guild, Lins. Double plays: Butterfield, Karr and Chiolino. Stolen bases: F. Guild, Meacham, Nash. Bases on balls: off Comi 2, Washburn 1, B. Guild 2. Struck out: by B. Guild 10, Comi 1.

Tennis Team Elects C. John Holmes Captain For Next Season's Matches

At a meeting of the tennis squad held last week, C. John Holmes '36 was elected captain for the 1936 season.

Holmes has been a member of the varsity squad for two seasons, playing number three man in the singles this year, and teaming up with Rudd to form the number two doubles combination. He is also captain of winter sports for next year, is business manager of the CAMPUS, and is a member of Blue Key. As captain of tennis he succeeds Arnold R. LaForce '35. Holmes is Delta Upsilon.

TRACK TEAM WINS EIGHTH CONSECUTIVE STATE TITLE

Middlebury Collects Total Of 76 Points, Vermont 43, Norwich 16

The Middlebury track team won its eighth successive triumph in the annual Green Mountain conference track and field meet on Centennial field, Burlington, May 30. The Panther tracksters piled up a total of 76 points against Vermont's 43, while Norwich trailed with 16.

The Blue and White runners definitely maintained their Vermont state supremacy, capturing five first places and four seconds, while the field men carried home three winner's medals and five second place honors. Although McGuire of Norwich won individual honors and Vermont competitors succeeded in breaking two conference records, Middlebury's overwhelming total score, her sweep in the mile run, and Foster's record-tying quarter-mile turned the meet into a Middlebury holiday.

Panther Wins Distances

In the long runs the Panther showed spectacular power as Tilford led the field by a wide margin to win the two mile grind, and MacFadyen, Lamb, and Gross strung out across the finish line unharried by any competing runners to take first, second and third places respectively in the mile. In the thrilling 440 yard dash, Foster of Middlebury came up from behind to breast the tape at 50.4 seconds, tying the conference record set by Delfausse of Vermont last year.

Williams Takes Second

J. Williams, promising freshman sprint man, started the day off for Middlebury by closely trailing Delfausse, Vermont's star senior runner, in the 100 yard dash for second place, as a twisted ligament forced Hoxie to forfeit a good lead at the 40-yard mark. Continuing the scoring spree, the Panther trackmen chalked up twelve points in the hurdles. Mathewson maintained a substantial lead throughout the 120 yard high-hurdling event, completing the distance in 15.4 seconds, and followed by MacLean of Middlebury who nosed out the Catamount runner, Syme, forcing him into third position. Syme, however, running his last race for the Green and Gold, reversed the field in the low hurdles, leading Mathewson and MacLean home in the time of 25.3 seconds.

Delfausse Captures 220

The 220 yard dash showed Delfausse again supreme as he broke the tape a short distance ahead of Williams and Foster of Middlebury, missing the conference record by only a tenth of a second. In the 880, MacFadyen of Middlebury easily romped home to a victory, while his teammate Bernardini triumphed in a gruelling struggle for second spot with Fitch of Norwich.

The field events started similarly to the track competition, with Riccio, representing the Blue and White, acquiring second honors in the shot put. McGuire of Norwich early showed his supremacy in the field events, putting the shot five feet further than his nearest competitor, with the versatile Delfausse capturing third points.

High Jump to Vermont

In the high jump Trudeau of Vermont set a new conference record, topping the bar at 5 feet, 11 inches in a perfect Western roll. Shea cleared for the Panther at three inches less, to make the second best jump of the morning. Cady continued his jumping feats, equalled his last year's record of 22 feet 1 inch, and easily took first place in the running broad jump, while Guarnaccia, also of Middlebury, was awarded three points for the nearest approach to this mark. The second record of the morning was smashed when Ross of Vermont hurled the discus a distance of 129 feet, 4 inches in topping the previous record by eight inches, while Lombardy upheld the rule of a Middlebury score in every event, by taking third place.

Hoffmann, dividing his time between the javelin throw and pole vault, easily took the latter event, being forced to go up only 10 feet, 9 inches, with Collins accepting a tie for second with Lanahan of Vermont. R. Williams, in

COACH ARTHUR M. BROWN

a splendid 171 foot toss, capturing javelin throwing honors, and Whitney hurled the hammer a few feet short of McGuire's mark to take second place in that event.

The summaries:

One hundred yard dash: Won by Delfausse, V; second, Williams, M; third, Robbins, V. Time: 10 seconds.

220 yard dash: Won by Delfausse, V; second, Williams, M; third, Foster, M. Time: 22.2 seconds.

440 yard run: Won by Foster, M; second, MacMillan, V; third, Levine, V. Time: 15.4 seconds.

880 yard run: Won by MacFadyen, M; second, Bernardini, M; third, Fitch, N. Time: 2 minutes, 2.4 seconds.

Mile run: Won by MacFadyen, M; second, Lamb, M; third, Gross, M. Time: 4 minutes, 42.2 seconds.

Two mile run: Won by Tilford, M; second, Woodruff, V; third, Cleveland, N. Time: 2 minutes, 2.4 seconds.

120 yard high hurdles: Won by Mathewson, M; second, MacLean, M; third, Syme, V. Time: 15.4 seconds.

220 yard low hurdles: Won by Syme, V; second, Mathewson, M; third, MacLean, M. Time: 25.3 seconds.

Shot put: Won by McGuire, N; second, Riccio, M; third, Delfausse, V. Distance: 43 feet, 3 inches.

High jump: Won by Trudeau, V; second, Shea, M; third, Healy, N. Height: 5 feet, 11 inches.

Pole vault: Won by Hoffmann, M; second tie, Collins, M, Lanahan, V. Height: 10 feet, 9 inches.

Hammer throw: Won by McGuire, N; second, Whitney, M; third, Parks, V. Distance: 141 feet, 1 inch.

Discus: Won by Ross, V; second, McGuire, N; third, Lombardy, M. Distance: 129 feet, 8 inches.

Broad jump: Won by Cady, M; second, Guarnaccia, M; third, Webster, V. Distance: 22 feet, 1 inch.

Javelin throw: Won by Williams, M; second, Collins, V; third, Delfausse, V. Distance: 171 feet, 2 inches.

Middlebury Represented In New England Track Meet

Middlebury sent eight athletes as its representatives to the N. E. I. C. A. A. track and field meet at Portland May 24 and 25, but succeeded in capturing only one place.

The meet was won by Northeastern university when Waltonen, star pole vaulter, won his event as he broke his own record by going to 12 feet, 6 inches. The University of Maine came in second with a total of 20 1-4 points,

With two outstanding performers being handicapped by leg injuries and others experiencing "off-days", MacFadyen, who gained a third in the mile behind Jenkins of M. I. T. was the only point-getter. Hoxie, although suffering from a bruised ankle, succeeded in placing in his heat in the 100 yard dash, but was beaten in the semi-final. Mathewson won a third in his heat of the 120 yard high hurdles but failed to place in the finals, being handicapped by a bad knee. Foster bowed to Hatch of Worcester Tech and other speedsters in the 220 yard dash, and Forbush was outrun in the 880.

In the field events, Hoffman, in the pole vault, Lombardy in the discus, and Cady in the broad jump failed to approach winning distances.

PANTHER NINE LOSES CLOSE CONTEST TO ST. LAWRENCE BUT DOWNS ST. MICHAEL'S

Middlebury dropped an erratically played contest to St. Lawrence, May 22, when the Scarlet avenged an early season drubbing at the hands of the Panther to eke out a win here by a 10-9 score.

The ball playing was loose throughout the whole encounter, with the game reaching its climactic point when Middlebury pushed across five runs in the eighth inning to break into the lead for the first time by a 9-8 count. The Larries came back in their half of the ninth, however, with two more tallies and then set the Panther down in quick order to polish off the contest. The records that show the Panther with 15 hits to the visitor's 13, and 3 errors to the visitor's 5, indicate that the Blue and White played slightly the better brand of ball, but poor base running and errors at crucial moments were the deciding factor.

Anderson opened on the mound for Middlebury, but did not last long as Peek, Laurentian pitcher, opened up the barrage in the second inning with a home run, and was followed across the plate by a quartet of his teammates before the stanza closed. Barker relieved Anderson after the visitors had batted completely around, and did better in keeping the five runs scored against him spread over the next seven innings. Peek went the entire distance on the mound for St. Lawrence, but was lucky to survive a grateful Panther reception committee led by Bakey and Nash who both collected three safe blows.

St. Lawrence held a 7-0 lead going into the fifth inning, when Middlebury's first tally came as a result of singles by Bakey and Zawistoski. The following inning, the Panther grabbed off three more runs on singles by Barker and Nash, an error and a walk. Nash opened the Blue and White half of the eighth stanza with a home run, Dorgan and Hoehn, on base by errors, came home on Zawistoski's single. Zawistoski crossed the plate on Guild's single, and the latter tallied on a safe blow by Barker to complete the scoring and put Middlebury in the lead. The first two visitors up in the opening half of the ninth were set down in quick order, but Cleary started things off again with a clean double and came home when F. Guild dropped a fly ball in right field. Lytle scored the winning run on Hemmings' single.

This victory for St. Lawrence evens the count for the season between the two teams, as in a previous encounter played at Canton, the Blue and White overcame the Larries by a 7-1 score.

The box score:

Middlebury

	AB	R	H	PO	A	E
Bakey, lf	6	1	3	3	0	0
Hoehn, 1b	3	1	1	12	0	0
Zawistoski, 2b	5	1	2	2	2	1
Guild, rf	3	1	3	0	0	1
Barker, cf, p	4	1	2	1	2	1
Lins, 3b	5	0	0	1	2	0
Meacham, ss	4	1	1	0	0	0
Nash, c	5	1	3	6	0	0
Anderson, p	0	0	0	0	1	0
Dorgan, cf	4	2	0	2	0	0
Totals	40	9	15	27	7	3

St. Lawrence

	AB	R	H	PO	A	E
Smith, rf	5	2	2	1	1	0
Francis, ss	5	1	2	1	3	1
Brown, lf	3	0	0	2	0	0
Peek, p	5	2	3	0	1	1
Cleary, cf	5	2	2	2	0	0
Lytle, 1b	5	1	0	12	1	0
Versocki, c	3	1	2	5	1	1
Corrinet, 2b	3	1	1	0	3	1
Corkin, 3b	4	0	0	3	0	0
Hemmings, c	2	0	1	1	0	1
Janto, 2b	2	0	0	0	0	0
Totals	43	10	13	27	10	5

Middlebury	0	0	0	0	1	3	0	5	0	9
St. Lawrence	0	5	0	2	0	0	1	0	2	10

Home runs: Peek, Nash. 3 base hits: Cleary. 2 base hits: Cleary. Stolen bases: Hoehn, Guild (3), Bakey. Struck out: by Anderson 2, by Barker 3, by Peek 5. Bases on balls: Off Barker 1, off Peek 3. Umpires: Kenworthy and Seymour.

The Blue and White nine registered its fourth conference victory with a 10-5 win over St. Michael's on the Middlebury diamond Saturday, May 25.

The Panthers maintained their carefree air but showed a surprising improvement over their diamond performances of earlier in the season. Starting off rather poorly in the first few innings, the Blue and White batters began to let loose in the sixth. The infield responded well to the replacement of B. Guild for Barker in the pitcher's box, but produced two errors in the course of the afternoon. Guild's singular display featured two walks and eight strikeouts in seven innings on the mound.

At the beginning of the third, the score was 2-1 in the Mikemen's favor. Bourgeois contacted an offering by Barker for a three-base hit,Ruggiero was walked, and Moore knocked out a single, bringing in Bourgeois. Guild took Barker's place and was promptly tested when a single by Shea brought in the two men on bases. With the tally 5-1 and no one out, Guild commendably retired the next three opposing batters.

Great expectations were crushed in the fifth when, with three Middmen on bases, a powerful clout by Lins looked for a moment like a hit but was caught by McGee in center field to close the inning. In the following frame, however, the Panthers again filled the bases but this time produced four runs. Nash knocked out a three-base hit, and crossed the home plate when Bakey flied out to center field. Hoehn and Zawistoski singled and made the rounds when Barker sent out a double. A triple by F. Guild brought in Barker, but Meacham's out at first left Guild at third as the inning closed.

Four more runs off Meade, who was tiring in the seventh and eighth, completed the Panther scoring. St. Michael's threatened only once in the last inning, when Bourgeois slammed out his second triple of the game. The next two men popped out to the infield, however, and the third batter was struck out by Guild.

The box scores:

Middlebury

	AB	R	H	PO	A	E
Bakey, rf	6	0	3	0	0	0
Hoehn, 1b	5	1	2	12	0	1
Zawistoski, 2b	5	2	3	0	2	0
Barker, p	5	3	5	0	5	0
F. Guild, lf	4	0	1	0	0	0
Meacham, ss	4	1	2	1	2	0
Lins, 3b	4	1	1	1	4	0
Nash, c	4	1	3	11	1	0
Dorgan, cf	0	0	0	1	1	0
B. Guild, p	4	0	1	1	9	0
Phinney	0	1	0	0	0	0
Totals	41	10	21	27	23	2

St. Michael's

	AB	R	H	PO	A	E
Davies, c	5	0	1	4	3	0
Rivers, 1b	5	0	0	6	0	0
Bourgeois, 3b, 2b	4	1	2	2	0	1
Ruggiero, ss	4	1	0	3	4	2
Moore, lf	5	2	2	1	0	0
Shea, 2b, 3b	5	0	1	5	1	1
Meade, p	4	1	1	0	6	1
Lessard, rf	3	0	1	1	0	0
McGee, cf	3	0	1	2	0	0
Totals	38	5	9	24	14	5

Score by innings:

Middlebury	0	1	1	0	0	4	1	3	x	—10
St. Michael's	0	2	3	0	0	0	0	0	0	— 5

Two-base hits: Bakey, Barker, Meacham, Lessard. Three-base hits: Bourgeois 2, F. Guild, Nash. Sacrifice hit: Nash. Bases on balls: off Meade 5, off Barker 2, off Guild 2. Struck out: by Meade 4, by Barker 2, by Guild 8. Umpires: Conley and Seymour.

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KDR Is Winner Of Trophy Of Trophies

Delta Kappa Epsilon Takes Second and Delta Upsilon Third In Final Standings

The trophy of trophies cup, emblematic of supremacy in intramural athletics, was awarded this year to Kappa Delta Rho with 1365 points. Delta Kappa Epsilon was second with 1287½ points and Delta Upsilon took third with 1102½.

Kappa Delta Rho amassed their total as a result of firsts in baseball, basketball, handball, and board track relays, a tie for first in volley-ball, a second in golf, a tie for second in track, and a tie for third in hockey.

The second place winners, Delta Kappa Epsilon, accumulated their final total with firsts in both hockey and golf, seconds in baseball, basketball, handball, winter sports and board track relays, a tie for second in track, and ties for third in tennis and volley-ball. Delta Upsilon won the track meet and tennis tournament, tied for top place in volley ball, took thirds in basketball, handball and board track relays, and tied for a third in both golf and handball.

The intramural sports program this year was conducted as in the past with the exception that volley-ball was substituted for touch-football due to the lack of an available field on which to carry on the latter sport.

The champions in the various events contested throughout the course of the year are as follows:

Track: Delta Upsilon. Baseball: Kappa Delta Rho. Tennis: Delta Upsilon. Basketball: Kappa Delta Rho. Handball: Kappa Delta Rho. Winter Sports: Sigma Phi Epsilon. Golf: Delta Kappa Epsilon. Board track relays: Kappa Delta Rho. Hockey: Delta Kappa Epsilon. Volley-ball: Kappa Delta Rho.

Final Point Standing

KDR	1365
DK	1287½
DU	1102½
SPE	897½
ASP	850
BK	640
CP	542½
Neutrals	345

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Silas H. Strawn Discusses American Constitutional System

(Continued from page 4)

ed by the Bolsheviks in Russia, the Fascisti in Italy and the Nazis in Germany, they are all alike in that the power of their dictators rests upon a small, highly organized party, which by the use of brute force suppresses all opposition and forbids all criticism. In each of these countries there are at intervals semblances of popular elections but the elections are all managed by the dominant party and anyone who dares to express an independent view knows that he may be exiled, imprisoned, or killed.

The common feature of dictatorships is to put an end to freedom of speech, freedom of the press, freedom of meetings and freedom of association for common ends. Dictators deem it vital to their own existence to deny to their people all of these fundamental liberties so cherished by those of us in the United States.

Do we want a planned economy? Do we want a dictatorship such as they have in Russia, Italy and Germany? I submit their schemes are wholly inconsistent with American ideals and American instincts.

No great statesman of this or of any other age ever spent his time dwelling upon the defects of his government. The men who have contributed most to the world's progress or who have created anything that has endured have spent their time in being and in doing instead of in complaining and grumbling.

All the progress that has been made in everything that makes for a better and happier life since the beginning of civilization has been under the free competition of capitalism. Comparable with that system all others have been failures. When capitalism is abandoned, civilization declines.

In an address, that splendid American, the Honorable John W. Davis, former Ambassador of the United States to the Court of St. James, said: "I am ready to concede that the capitalistic system is not fool proof but I want more evidence than we have so far been given before it is abandoned as a proven failure. Least of all do I wish to give it up for any system which assumes as its working hypothesis that self-interest and personal ambition have ceased to guide and the love of freedom to inspire the energies of men. Nor can I fail to reflect that the very human beings who will have to operate the new regime when it comes are made of the same clay as those who blundered and fell short in their effort to manage the simpler processes of capitalism . . . .

"Let them be well admonished, too, that no socialistic or collectivist or regimental state can rest on anything other than force. None ever has, none ever will, until the fulfillment of prophecy ushers in the millenial dawn. Acquiescence may be purchased for a day with money or promises; but in the long reach force alone can compel human beings to accept the slavery of such a regime."

President Roosevelt, in his speech at San Francisco, September 23, 1932, said: "Every man has a right to his own property, which means a right to be assured to the fullest extent attainable in the safety of his savings. This right is paramount. All other property rights must yield to it. . . . The government should assume the function of economic regulation only as a last resort, to be tried only when private initiative, inspired by high responsibility, with such assistance and balance as government can give, has finally failed."

No one wishes human rights to be disregarded or human beings to be exploited.

Professor Sumner in one of his lectures at Yale University said: "Those who attempt to establish a conflict between human rights and property rights lend the impression that it must be quite dishonest to own property, quite unjust to go one's own way and earn one's own living; that the only really admirable person is the good-for-nothing; that poverty is the best policy; that if you get wealth you will have to support other people; if you do not get wealth, it will be the duty of other people to support you."

No sensible person can subscribe to such a theory, yet the sentimental and emotional insist, that regardless of the causes which may have contributed to the poverty or squalor of the individual, he is the "forgotten man" and his human rights entitle him to be taken care of by the state. His shiftlessness, idleness, intemperance and vices are disregarded.

We must take care of the unemployables and the involuntary unemployed, yet in so doing we must not create a vast army of mendicants or dole takers whose pride has vanished and who believe they need not work because the country owes them a living. In aiding the unemployed we do not need to turn the government over to them.

The forgotten men are not the shiftless, idle and intemperate. They are those who, by their industry, economy and frugality, earn their living and support their families. They ask no favors. They appeal not to charity nor to sentiment. They make their contracts and carry them out. They pay their share of the ever-increasing burden of taxation for the support of their government, including relief for the unemployed, worthy or unworthy. I have no sympathy with the idea that those who are prosperous and respectable are to blame for those who are not and that there is a continuing obligation on the part of those who have done their duty toward those who have not done theirs.

Too many are complaining about the lack of liberty and of opportunity. Too many want someone else to do their work for them instead of doing it themselves. Let him who is discontented with his lot in our country visit other countries and see how other governments function and how the people live and I predict that when he returns to this, his native or chosen land, he will thank God that he is a citizen and resident of the United States.

Demagogues and politicians thirsty for power we shall always have with us. That their specious arguments shall not prevail; that the foundations of our government shall stand unshaken by their assaults; that the people of the United States shall not become aggregations of groups or of individuals, each going his own way, and each seeking personal aggrandizement, but that we shall remain a united nation, continuing to enjoy an abundance of prosperity and of happiness in the future as we have in the past, is the task for the accomplishment of which the youth of this generation will enthusiastically enlist.

One of the greatest perils to this country today is the indifference and apathy of our so-called best citizens toward the problems of government, local and national. The danger is that the maintenance of the principles upon which our nation was founded and of the ideals of its founders may go by default, neglected by the best brains and energies of our citizens who are too deeply engrossed in production and accumulation. No man is a good citizen who does not possess high character and patriotism as well as business ability, and who is not doing something for his city, his state or his country. Government should not be a matter of secondary interest. It should be a subject of vital and first importance.

Tomorrow

I assume that tomorrow some of you will be looking for a job. Generally speaking, the men and women who have done and are doing the most for themselves and for their fellows began their careers by looking for a job. Frequently they furnish the brains and energy for the carrying on of the great enterprises which the effete and pampered sons of the founders of those enterprises do not have.

I realize it is increasingly difficult to get a job. The only way to get one is to go after it with persistence and courage. In your search for a job you have more to sell your employer than has he who has not had the advantage of an education at Middlebury or some other instiution of equal merit. I know that the supply of college men is greater than the present demand for men to fill white collar jobs. Why not try a hickory shirt job? As cream rises to the top of milk, your superior educational advantage, plus application and persistency, will soon make you a leader of the hickory shirts and enable you to wear a white collar.

Doubtless you students of Latin are familiar with the words of Ovid: "Opportunity is ever worth expecting; let your hook be ever hanging ready. The fish will be in the pool where you least imagine it to be."

Why not cease dwelling upon the mistakes of the past and try to make fewer in the future? May I remind you that we have gone through no less than 17 major depressions in the last 120 years and we have come out of all of them and gone on to greater prosperity and a higher standard of living than ever before. I am optimistic enough to believe we are shortly coming out of this one.

If, as you travel through life, someone else seems to be happier and to have more honestly acquired wealth than you have, do not envy him. Cultivate his acquaintance and try to emulate his example. If nature has endowed him more generously than she has you, just work a few more hours, make a few more trips, and you will make up in industry what you lack in power. If, on the other hand, you are more fortunate than others with whom you may come in contact, you will get a great deal of satisfaction by lending them a helping hand.

Railroads to Offer Special Rates to College Students

Recent announcements by the Associated Eastern Railroads state that the railroads of the United States and Canada will continue for another year to offer special round trip rates for college students.

Round trip tickets may be purchased at home stations for use at the opening of school, Christmas and Easter vacations, and to return home. If the first ticket is used for returning home for the Christmas recess, another round trip ticket at the same special rate may be purchased at the home station which may be used for going back to college and returning home again.

Further information given by the railroads states that any unused return coupon of a college special ticket, bought at the home station after August 24, 1934, is good for a return to the home station between the periods of May 15 and June 30, 1935.

ANNUAL CLASS DAY PROGRAM IS HELD

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college at Middlebury. Elections to Phi Beta Kappa were also made known at this time.

The Mary Dunning Thwing prize for the best work in creative writing during the junior and senior years was awarded to Mariette R. Bowles, and the annual Bible prize was divided between Norman A. Pierce '36 and M. Elizabeth Bucklin '36.

Walter E. Boehm planted the tree near Warner Science hall an d the ceremonies were concluded by the class smoking ceremony in front of the building.

CHANGES ARE MADE IN COMPREHENSIVES

(Continued from page 1)

ual study and private conferences, with a view to obtaining Honors for this work.

d. Each department which offers such a course should reduce its offerings for that year by at least one year-course, in order to compensate for the additional burden of the survey course and the individual conferences, so that no additional staff will be needed.

2. Each department is urged to consult with other related departments, with a view to forming larger fields of specialization (such as the laboratory sciences, the social sciences, comparative literature, history, government, economics, etc.) in which a good student may be given a greater range of study and a wider variety of possible combinations of courses. The comprehensive could even be administered jointly by two departments in such cases.

3. Since the proposed senior comprehensive course will force the student to begin his work of review and correlation early, the reading period of one week is considered sufficient, and will be continued next year on trial.

4. Students are required to state their major department at the beginning of the sophomore year, and shall not be allowed to change their major after the beginning of the senior, except on permission of the chief adviser.

This action came as a result of the dissatisfaction expressed by members of the senior class and represents another step in the clarification of the comprehensive system.

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